

Lesson Exemplar in TechPro FCS- Events Management Services

Quarter 1

Lesson
3

Lesson Exemplar for General Mathematics
Quarter 1: Unit 1

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LESSON EXEMPLAR

Learning Area	FCS-Events Management	Grade Level	11
Semester	First	Quarter	One

I. OBJECTIVES (*Identifying the Goals*)

Content Standard	The learners demonstrate an understanding of the fundamental concepts, processes, and roles within the event management industry.
Performance Standard	The learners conceptualize events by preparing event proposals and budgets.
Learning Competencies	Explain the importance of event concepts and themes in preparing an event proposal.

II. REFERENCES and MATERIALS

(*Selecting Resources and Material*)

Department of Education. (2020). Guidelines on the implementation of the Senior High School Technical-Vocational-Livelihood (TVL) track. DepEd.

Department of Education. (2023). The MATATAG curriculum: Strengthening the K to 12 curriculum for lifelong learning and global competitiveness. DepEd. <https://lrmds.deped.gov.ph/>

Event Management Association of the Philippines. (2022). Best practices in event management: Industry standards and protocols. EMAP.

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



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	Republic of the Philippines. (1994). TESDA Act of 1994. Philippine Congress.	
	Technical Education and Skills Development Authority. (2018). Training regulations for events management services NC III. TESDA.	
(These shall be accomplished per topic)		
III. CONTENT (Sequencing Content)	Lesson 2: Goal Setting for the Event Concept and Theme A. Goal Setting for the Event <ul style="list-style-type: none">● Importance of clear and concise goal-setting● SMART goals for events B. Event Concept and Theme <ul style="list-style-type: none">● Understanding the difference between a concept and a theme● Importance of a strong event concept	
IV. OBJECTIVES (Setting Clear Objectives and Analyzing the Tasks)	<ol style="list-style-type: none">1. Explain the importance of clear and concise goal-setting in preparing event proposals.2. Define what an event concept and event theme are.3. Differentiate event concept from event theme based on their purposes.4. Describe the characteristics of a strong event concept and clearly defined goals.	
IV. PROCEDURES (Selecting Strategies, Making Meaningful Content, Delivering Lesson and Assessing Learning)		ANNOTATION <i>*Instruction to teacher on how to facilitate the activities.</i> <i>*In the Annotation, explicitly explain how the IDF is applied in each part of the lesson</i>



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A. Activating Prior Knowledge	<p style="text-align: center;">DAY 1</p> <p>1. Activating Prior Knowledge</p> <p>OPTION 1</p> <p>Activity Title: Role Match Relay (Classroom Game)</p> <p>Objective: To help learners identify and describe various roles in event planning in an engaging and interactive way.</p> <p>Mechanics (Teacher-Guided):</p> <ol style="list-style-type: none">The teacher will prepare two sets of cards:<ul style="list-style-type: none">One set with names of event-related roles (e.g., Photographer, Emcee, Caterer, Event Planner etc).Another set with corresponding job descriptions for each event-related roles.The teacher will stick the role cards on the left side of the chalk board and the description cards on the right side of the chalk board .The teacher will divide the class into small groups with at least 3-4 members for a relay game.In turns, each group member will:<ul style="list-style-type: none">Pick a role card from the right side of the board.Run or walk briskly to the left side of the board to find and match the correct job description card.Return to the group with both cards.	<p>Teacher Prompt after all preliminaries (Morning greetings, checking of attendance, motivation):</p> <p><i>Once again good morning, class!</i></p> <p><i>Last time, we talked about career opportunities, including jobs in event planning. Today, we'll connect that to something fun and creative—how events are planned through a clear concept and a strong theme. But before we begin, let's recall on what you already know from our previous lesson by doing a quick activity to recall those experiences and to help you connect your past experiences to our new lessons. Now, please go to your group silently and quickly and get ready for today's activity.</i></p> <p>Annotation on Activating Prior Knowledge</p>
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5. Once all pairs are matched, the teacher will ask each group to explain 1–2 of their role-description pairs to the class.

Processing Questions

1. Did you notice that different events need different types of people to help out? Why do you think that is?
→ *To help learners realize that planning a birthday is very different from planning a seminar or wedding because the needs are different.*
2. If you were asked to plan an event, what should you do first before choosing people or services to help you?
→ *To let them think about setting goals and identifying the purpose before assigning tasks.*
3. Why do you think it's important to have a clear goal and a theme when planning an event?
→ *To help them see how direction, organization, and creativity all depend on having a strong concept and purpose.*

Option 2: Career Flashback (Think-Pair-Share)

Objective: To review prior knowledge of careers and relate them to goal setting in event planning.

Mechanics:

The teacher will choose one activity from the three suggested options to activate students' prior knowledge and personal experiences related to planning events and creating event concepts and themes. After completing the chosen activity, students will respond to simple processing questions to reflect on their understanding. They will first write their answers individually in their notebooks, then share their thoughts during a brief guided discussion with the class.

This part of the lesson focuses on understanding event concepts and themes, drawing connections to real-life situations like school events or community gatherings. It highlights the reflective aspect of the Instructional Delivery Framework (IDF), where students are encouraged to think critically about their past experiences with event planning, including how themes and concepts were chosen and implemented.

The processing questions also serve as formative assessments, allowing the teacher to assess how well students understand event concepts, themes, and



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	<ol style="list-style-type: none"> 1. Ask learners to take 2 minutes to think silently and write down one career in event management they remember from the previous lesson. 2. Pair them up and discuss: <ul style="list-style-type: none"> • What does this role do during an event? • What goals might they have when preparing for the event? 3. After 3–5 minutes of discussion, call on a few pairs to share their insights. <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. How does each role contribute to the success of an event? 2. What kinds of goals do professionals in event management set before the event? 3. Why is it important that all roles work toward a shared goal, concept, and theme? <p>Option 3: Event Challenge – "Name That Role!" (Interactive Group Game)</p> <p>Objective: To help learners understand the different people and services involved in planning events, while introducing the importance of goal-setting and early planning.</p> <p>Mechanics (Teacher-Guided):</p>	<p>goal-setting. This phase is ideational, as it builds on learners' experiences and helps them develop a foundational understanding of event planning and its components.</p> <p>This activity falls under the Engage stage of the lesson, helping students relate personally to the topic and prepare for deeper exploration of event concepts and themes.</p> <p>In this part of the lesson, the teacher will select one of three activities—Role Match Relay, Career Flashback, or Event Challenge—to activate students' prior knowledge and experiences related to event planning. These activities encourage students to recall their understanding of event roles, concepts, and themes. After completing the activity, students will answer processing questions individually and share their insights in a guided class discussion.</p> <p>This phase helps students connect past experiences with real-life events, such as school activities or community gatherings. It supports reflective thinking, which is a</p>
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1. The teacher will divide the class into 5 groups.
2. The teacher will assign each group a picture of a specific event (e.g., wedding, seminar, sportsfest, product launch, debut).
3. The teacher will provide guide questions to the groups to discuss:
 - What people or jobs are needed to make this event successful?
 - What kinds of businesses or services can earn from this event?
4. The teacher will encourage each group to be creative with their presentation, allowing them to use drawings, role-play, or create simple charts to explain their answers.
5. The teacher will ask each group to present their answers to the class.

After all the presentations, the teacher will guide the class in a short processing discussion using the following questions:

- How do different events require different roles and services?
- What's the first thing you should think about before assigning roles or picking a venue for an event?
- "Why is it important to have a clear goal, concept, and theme when organizing an event?"

Another Option for Processing Questions

key element of the **Instructional Delivery Framework (IDF)**. The processing questions act as formative assessments, allowing the teacher to gauge students' understanding of event planning concepts.

By engaging in this **Engage** stage, students are prepared for deeper exploration of how events are conceptualized and planned, and how goal-setting and theme development shape the overall process.

End this activity with the suggested prompt:

Great job, everyone! A round of applause for every one please!

I really enjoyed hearing your ideas and experiences—it's clear that you remembered a lot from our previous lesson and made some great connections. You showed that you understand how events can have different goals and how important it is to plan them with purpose.

Thank you for participating actively and sharing your thoughts with your group.



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1. Did you notice that different events need different types of people to help out? Why do you think that is?
→ To help learners realize that planning a birthday is very different from planning a seminar or wedding because the needs are different.
2. If you were asked to plan an event, what should you do first before choosing people or services to help you?
→ To let them think about setting goals and identifying the purpose before assigning tasks.
3. Why do you think it's important to have a clear goal and a theme when planning an event?
→ To help them see how direction, organization, and creativity all depend on having a strong concept and purpose.

2. Establishing the Purpose of the Lesson

Option 1: Picture This: What's the Message?

Time: 5–7 minutes

Objective: To help learners infer event goals and recognize how visuals and themes communicate messages in event planning.

Mechanics:

1. **Teacher Preparation:**

This shows you're ready to take on the next part of our lesson.

Now that we've warmed up our minds, let's dive deeper by doing another activity in order for us to know why we are learning this lesson.

To begin the activity, here is the Teacher Prompt:

"Before we start learning about goal-setting, event concepts, and themes, let's first understand why these ideas matter.

Have you ever been to an event that felt confusing or didn't make sense? That usually happens when there's no clear plan or purpose.



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- Prepare 2–3 images of real or simulated events (e.g., a graduation, a tree-planting drive, a sportsfest, a community feeding program).
 - Choose images that have clear visual cues like banners, decorations, people in action, etc.
2. **Class Engagement:**
- Teacher says: *“Let’s look at some events. Your job is to figure out what message or goal they’re trying to tell the audience.”*
3. **Picture Presentation:**
- Show one image at a time on the board or screen.
 - Ask the class:
 - *“What do you think is the goal or purpose of this event?”*
 - *“What message is being communicated through the visuals, setup, or activities in the picture?”*
4. **Small Group Turn & Talk (Optional):**
- Let students pair up or form triads to discuss their ideas for 1 minute before open sharing.
5. **Class Sharing & Discussion:**
- Call on a few volunteers to share.
 - Teacher highlights good observations and clarifies any misconceptions.
6. **Wrap-Up Message by Teacher:**
- *“As you’ve noticed, the way an event looks and feels helps show its purpose. That’s why goal-*

Today, we’ll do a quick activity to help us see how setting clear goals and messages can make or break an event. Ready? Let’s get started!”

Annotation on Establishing the Purpose of the Lesson

In this part of the lesson, the teacher sets the stage by clearly outlining the **learning goals** and the **real-life applications** of event planning. The teaching strategy centers on motivating and engaging students by answering the crucial question: “Why are we learning this?” The teacher prompts students to reflect on real-life events and their experiences, encouraging them to understand the importance of goal-setting and event concepts in creating successful events.

Through activities like **“Picture This: What’s the Message?”** and **“Goal or No Goal?” Flash Round**, students are encouraged to analyze event visuals and scenarios to infer their goals and understand the importance of clarity in



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	<p style="text-align: center;"><i>setting and theme planning are so important in making an event meaningful and successful.”</i></p> <p>Option 2: “Goal or No Goal?” Flash Round Time: 5 minutes</p> <p>Objective: Help learners distinguish between events with clear goals and those without, reinforcing the importance of goal-setting in event planning.</p>	<p>event planning. These activities help students recognize how event concepts and goals are interconnected with the visual and thematic aspects of an event.</p> <p>The rationale behind these strategies is to ground the lesson in real-world relevance, showing students that effective event planning begins with a clear purpose. These engaging activities also prepare students for the more detailed exploration of event concepts and themes by helping them connect abstract concepts to practical, observable examples. This aligns with the Establishing the Purpose phase of the lesson, where students are given a clear roadmap of how the lesson’s content connects to their lives and future <i>careers</i>.</p>
	<p>🔑 Mechanics:</p> <ol style="list-style-type: none"> 1. Preparation by the Teacher: <ul style="list-style-type: none"> ○ Prepare 5–7 short event scenarios (each 1–2 sentences long). ○ Some should clearly state a purpose (e.g., “to raise funds for a school project”), others should sound vague or confusing. 2. Setting the Mood: <ul style="list-style-type: none"> ○ Teacher says: <i>“Let’s test your planning instincts. Let’s read an event scenario. You’ll decide: Does this event have a clear goal or not?”</i> <p>Through a PowerPoint presentation, the teacher will present the scenario to the class. The teacher may ask the whole class to read together or call on random learners to read aloud."</p>	<p>By using reflective questions and interactive tasks, the teacher encourages critical thinking, allowing students to realize that every event has a goal, and this goal must shape all other planning decisions. These activities also serve as formative assessments, providing insight into students' understanding of goal-</p>



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	<p>3. Class Response:</p> <ul style="list-style-type: none"> ○ After reading each scenario, students respond: <ul style="list-style-type: none"> ▪ 👍 Thumbs-up = The event has a clear goal ▪ 👎 Thumbs-down = The event has no clear goal ○ Optional: Use printed “GOAL” or “NO GOAL” signs if preferred. <p>4. Quick Reflection:</p> <ul style="list-style-type: none"> ○ After each thumbs-up/down round, ask: <ul style="list-style-type: none"> ▪ “Why do you think that event works or doesn’t?” ▪ “What could make it clearer if it wasn’t?” <p>5. Wrap-Up:</p> <ul style="list-style-type: none"> ○ Teacher concludes: <i>“As you’ve seen, a good event starts with a clear purpose. Without it, everything else can fall apart.”</i> 	<p>setting and how it influences the success of an event.</p> <p><i>To conclude the activity, here is the Teacher Prompt:</i> <i>“That was a great way to get us thinking! As you can see, every event—whether it’s a birthday party, school campaign, or community project—has a goal or a message it wants to share.</i></p> <p><i>Now, let’s dig deeper and find out how these goals become the foundation of every event. We’ll explore two important things: the event concept and the event theme. These help bring the goal to life and guide everything from the decorations to the program flow.</i></p> <p><i>I’ll be showing you some examples so you can clearly see the difference between a concept and a theme—and why both are essential for a successful event.</i></p>
B. Instituting New Knowledge	<p>1. Presenting Examples</p> <p>Option 1: “Why It Matters” – Video Reflection</p> <p>Objective: To connect the lesson to real-life careers and events.</p>	<p>Annotation on Presenting Examples</p> <p>In this phase of the lesson, the teacher</p>



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Mechanics:

1. The teacher will play a short 2–3 minute video showing behind-the-scenes clips of real event planning (wedding setup, concert, corporate launch, etc.). **Here is the link:**
2. The teacher will ask students:
 - What do you think were the goals of this event?
 - How did the event concept and theme affect the decorations, setup, or program?
 - Have them reflect quickly in pairs and share with the class.

Processing Questions:

- What would happen if there were no clear goals or theme?
- Have you ever attended an event that felt confusing or messy? Why do you think that happened?

Real-life connection: Helps learners see how professional events succeed or fail based on planning and creative direction.

Option 2: Event Detective – Spot the Theme

Objective: To help learners recognize the importance of concept and theme.

presents a relatable example to help students connect the concepts of event goals, themes, and concepts to real-life applications. Aligned with the **Explore phase of the Instructional Delivery Framework (IDF)**, this part focuses on building understanding through observation, discussion, and analysis. The teacher will choose **one activity** from three options—video reflection, event photo analysis, or scenario-based group work—to illustrate how clear goals and themes influence the success of an event. Each activity encourages learners to think critically about the planning process by analyzing real or simulated events. These examples serve as springboards for deeper learning, helping students recognize how purpose shapes every element of an event. By using a single, well-chosen example, the teacher maintains focus while ensuring students engage meaningfully with the new concepts in a practical context.



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Mechanics:

1. The teacher will show 3–4 photos of different events (e.g., wedding, sportsfest, seminar, debut).
2. The teacher will ask the learners:
 - Can you guess the theme or goal of this event?”
 - What details help you identify that?”

Use this to shift into the lesson by saying: “Today, we’ll learn how to set clear goals and create strong concepts and themes for our own events.”

Processing Questions:

- Why is having a theme important in any event?
- How do themes help guests understand the purpose?

Real-life connection: Learners learn to analyze and apply themes to their own future school events, projects, or businesses.

Option 3: Group Activity: "What’s the Goal?" – Real-Life Scenarios

Objective: To emphasize the importance of goal-setting in event planning.



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Mechanics:

The teacher will divide the class into 5 groups. Each group will be given a different short event scenario by the teacher (e.g., a school event, product launch, charity concert).

Scenario Assignment: The teacher will provide each group with a specific scenario. For example:

Group 1: A school is hosting a Teachers' Day celebration.

Group 2: A company wants to launch a new product.

Group 3: A student wants to organize a charity concert.

Group 4: A local community is planning a fun fair.

Group 5: A sports team is organizing an end-of-season awards night.

Group Task:

Each group will discuss the given scenario and answer the following questions:

- What do you think is the main goal of this event?
- How would you design the event to clearly communicate this goal to the audience?

Students will brainstorm ideas for activities, designs, and programs that support the event's goal.

Group Presentation:



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After discussing, each group will present their answers to the class. They should explain the goal of the event and how their planned designs and activities will support that goal.

Processing Questions:

- What could go wrong if the event had no clear goal or theme?
- How does the goal help you plan the activities, designs, and program?
- Why is it important for the event's goal to be clear and understandable for the audience?

Real-Life Connection: This activity reinforces that every successful event—whether in school, the community, or a professional setting—begins with a clear goal. By understanding the goal, planners can design an event that effectively communicates its purpose to the audience and ensures its success.}

Day 2

2. Discussing New Concept

This is the explicit teaching or guided exploration of the lesson's key ideas. It includes defining terms, explaining relationships, using models or analogies, and encouraging learner interaction.

Annotation on Discussing New Concept



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Introduction to the Lesson:

The teacher will begin setting the context of the lesson with a PowerPoint presentation of engaging images of different events, such as a wellness fair, a teacher's award ceremony, or an environmental campaign. The teacher will present the images one by one and ask the learners:

- What message do you think this event is trying to convey?
- What purpose is the event serving?

Encourage learners to think about how the event's purpose can be reflected in its design, activities, and overall atmosphere.

Linking to Event Theme:

After discussing the purpose of each event, the teacher will ask learners to focus on the decorations, activities, and setting in the images:

- "What types of decorations or activities do you see?"
- "Can you guess the main focus of this event based on the visual clues?"

*This part of the lesson falls under the **Explain phase of the Instructional Delivery Framework (IDF)**, where the teacher explicitly introduces new concepts through direct instruction, visual aids, and interactive questioning. The focus is on helping students understand the definitions and relationships between an event **concept** and **theme** using guided discussion and visual examples.*

*To reinforce this understanding, the teacher will choose **only one interactive activity**—such as Concept and Theme Charades, Theme Design Challenge, or Event Proposal Pitch—to deepen students' grasp through application and creativity. These tasks allow students to explore how concepts are translated into meaningful themes that shape the event's identity and message.*

By combining structured input with learner-centered activities, this stage ensures that students can articulate the difference between concept and theme and understand their integration in real-life event planning.



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Guide the learners to recognize the connection between the purpose of the event and the visual aspects (e.g., decorations, colors, or setups) that represent its theme.

Unlocking Content Area Vocabulary

Through a PowerPoint presentation, the teacher will introduce the following concepts:

- Event Concept – The core idea or purpose behind organizing the event. It answers the question, “Why is the event being held?”
- Event Theme – The overall look, feel, and mood of the event that aligns with its concept. It includes visual elements, decorations, and activities designed to support the concept.

A. Goal Setting for the Event

1. Importance of Clear and Concise Goal-Setting

Goal setting is the foundation of any successful event. Clear and concise goals provide direction and focus, helping the entire event team understand what needs to be achieved. Without well-defined goals, planning becomes disorganized, resources can be wasted, and the event may fail to meet expectations. Clear goals ensure everyone—from organizers to vendors—is aligned, which enhances coordination, decision-making, and evaluation of event success.

Key points:

- Provides a roadmap for planning and execution
- Helps prioritize tasks and allocate resources efficiently
- Facilitates communication and teamwork



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	<ul style="list-style-type: none">• Offers measurable targets to evaluate outcomes after the event <p>2. SMART Goals for Events</p> <p>SMART is an acronym that stands for Specific, Measurable, Achievable, Relevant, and Time-bound. Applying the SMART framework ensures goals are realistic and clear, increasing the likelihood of event success.</p> <ul style="list-style-type: none">• Specific: Define exactly what you want to achieve. For example, “Increase attendee registration by 20% compared to last year” rather than “Get more attendees.”• Measurable: Include criteria to track progress, such as number of attendees, amount raised, or satisfaction scores.• Achievable: Set goals that are realistic given your resources, budget, and timeframe.• Relevant: Ensure the goals align with the overall purpose of the event and organization’s objectives.• Time-bound: Set deadlines or timelines, such as “Achieve registration goal two weeks before the event date.”	
	<p>B. Event Concept and Theme</p> <p>1. Understanding the Difference Between a Concept and a Theme</p> <p>While often used interchangeably, concept and theme have distinct roles in event planning:</p> <ul style="list-style-type: none">• Event Concept: This is the big idea or the overall vision behind the event. It encompasses the purpose, style,	



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mood, and the unique experience you want to create for attendees. The concept drives all planning decisions and shapes the identity of the event.

Example: A “green and sustainable” concept focuses on eco-friendly practices throughout the event.

- **Event Theme:** The theme is a more specific expression or aesthetic of the concept, often reflected visually or symbolically. It ties together the event décor, dress code, invitations, and marketing materials to reinforce the concept.

Example: Under a “green and sustainable” concept, the theme might be “Garden Party” with natural colors and floral decorations.

2. Importance of a Strong Event Concept

A well-developed event concept is crucial because it:

- Provides a clear, consistent identity that resonates with attendees and stakeholders.
- Guides creative decisions on venue, décor, activities, and branding.
- Enhances attendee engagement by creating a memorable and immersive experience.
- Differentiates the event from competitors and makes it stand out.
- Helps keep all elements aligned, ensuring a cohesive and professional outcome.

The teacher will then present a series of examples, using clear images to reinforce the connection between these two



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concepts. This will help learners visualize how the concept and theme work together in event planning.

(Encourage Interaction)

*Allow **learners** to ask questions or share personal experiences related to event concepts and themes. Foster a classroom discussion where learners can express their thoughts and ideas.*

Once the concepts are clarified, explain that they will now move on to a more hands-on activity to deepen their understanding of event planning concepts.

The teacher will say:
“Now that we have an understanding of event concept and theme, let’s move on to an activity where you can apply what you’ve learned.”

Option 1: Concept and Theme Charades

Objective:



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To help learners distinguish between an event concept (the purpose or reason behind an event) and an event theme (the creative expression of that concept through visuals, mood, and design), using a fun, interactive guessing game.

Teacher Preparation:

- Prepare 3–5 index cards or slips of paper, each with a different event concept (e.g., *Promoting environmental awareness*, *Celebrating academic excellence*, *Honoring community heroes*, *Launching a new product*, *Supporting a charitable cause*).
- Prepare a short slide or chart showing the difference between *concept* and *theme*, for a quick recap after the activity.

Mechanics

1. Divide the class into two teams (Team A and Team B). You can have more teams if you have a large class.
2. Call one volunteer from Team A to come to the front and pick a card with an event concept.
3. The learner acts out the concept silently (no words or writing). The rest of their team has 1 minute to guess the correct concept.
 - Example: If the card says “*Honoring teachers*,” the learner may pretend to give an award or act like a teacher.
4. Once the team guesses correctly (or time is up), ask the same team to brainstorm:



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	<ul style="list-style-type: none"> ○ “If that’s the concept, what could be a fun and catchy theme?” ○ Example: Concept – “Honoring teachers” → Theme – “Guiding Lights: A Night for Educators” <p>5. Give 1–2 minutes for the team to discuss and share their theme idea.</p> <p>Repeat the process with Team B and continue for 3–5 rounds, depending on time.</p> <p>Why It's Fun: Learners get to creatively act out abstract concepts, which encourages teamwork, active participation, and a deeper understanding of the difference between concepts and themes.</p> <p>Option 2: Theme Design Challenge Objective: To foster creativity and teamwork by having students design a theme for a given event concept. Instructions:</p> <ol style="list-style-type: none"> 1. Split the class into small groups (3–4 members). 2. Assign each group an event concept (e.g., “A Night of Arts and Culture” or “School Health Week”). 3. Each group’s task is to come up with a theme for the event, which should be unique, catchy, and related to their assigned concept. 	<p><i>Teacher prompt to begin the activity:</i></p> <p><i>Now that we've explored the difference between an event's concept and theme, and how they work together, it's time for you to apply what you've learned. In the next activity, you'll have the opportunity to develop your own event concept and theme. This is your chance to demonstrate your understanding and begin mastering how these two elements contribute to a successful event. Let's get creative, collaborate with your group, and turn our ideas into practice as we dive into this exciting task!</i></p> <p style="text-align: center;"><i>Annotation on Developing Mastery</i></p> <p>This section aligns with the Practice and Application phase of the Instructional Delivery Framework (IDF), where students solidify their understanding through structured formative assessment.</p>
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4. They will then sketch a visual representation of the theme on a large piece of paper (using markers, crayons, etc.).
5. Each group presents their concept and theme to the class, explaining why they chose that particular theme and how it relates to their event concept.

Creative Example for "School Health Week":

- **Concept:** School health awareness
- **Theme:** “Healthy Minds, Healthy Bodies: The Power of Wellness”

Option 3: Event Proposal Pitch

Objective: To develop public speaking and persuasive skills by having learners present an event proposal.

Instructions:

1. Organize the class into pairs or small groups.
2. Each group will be assigned an event concept (e.g., “Celebrating Diversity” or “Back-to-School Bash”).
3. They must come up with an event theme, write a short proposal (about 1-2 paragraphs) explaining:
 - The event concept
 - The theme they selected
 - How the theme enhances the event’s purpose
4. Groups will then pitch their proposal to the class, as if they are event planners presenting to potential sponsors or school administrators.

At this stage, the teacher facilitates guided or independent practice that enables learners to apply the concepts of event **goal**, **concept**, and **theme** in various contexts.

The teacher will choose **only one activity** from options like Quick Sort Drill, Goal-Concept-Theme Matching Game, or Build an Event Map. Each task is designed to reinforce learners’ ability to distinguish and connect these elements, encouraging peer discussion, critical thinking, and hands-on application.

These activities serve both as practice and informal assessment, allowing the teacher to gauge student understanding and provide feedback. By engaging students in meaningful application, this part of the lesson bridges theoretical knowledge with practical planning skills needed in real-world event organization.



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5. The class will vote on the most convincing pitch, and the winning group receives a small reward.

Example Proposal for "Celebrating Diversity":

- **Concept:** Embracing cultural diversity in the school
- **Theme:** "Unity in Diversity: A Celebration of Cultures"

Day 3

3. Developing Mastery

Option 1: Concept or Theme? – Quick Sort Drill

Mode: Pair Work

Instructions:

1. Each pair receives a worksheet or flashcards with 10 short phrases.
2. Learners must identify whether each phrase describes an event concept or an event theme.
3. After 5 minutes, pairs compare answers with another pair and discuss any differences.

Sample Phrases:

- "Showcasing young talents" → Concept
- "Stars of Tomorrow: Youth Talent Night" → Theme

Option 2: Goal-Concept-Theme Matching Game



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Mode: Group Work (3–4 learners)

Instructions:

1. Prepare sets of three-column cards: one for event goals, one for concepts, and one for themes.
2. Groups must correctly match the cards into a logical trio (goal → concept → theme).
3. After matching, groups explain their rationale to the class.

Example Set:

- Goal: Promote environmental responsibility
- Concept: Green awareness in schools
- Theme: “One Earth, One Chance”

Option 3: Build an Event Map

Mode: Individual or Partner

Instructions:

1. Learners receive a blank Event Planning Map worksheet.
2. They choose a sample school event and fill out:
 - Purpose/goal of the event
 - Event concept
 - Possible theme
 - Activities that match the theme
 - Expected outcomes
3. Volunteers present their maps briefly.



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C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p>Option 1 Activity Title: Plan an Advocacy Event for the Community Mode: Group Work Integration: Event Planning + Civic Awareness (can link to Social Studies or Values Education) Objective: To apply the concepts of goal-setting, event concept, and theme by designing an advocacy campaign or community project event that addresses a relevant issue.</p> <p>Instructions:</p> <ol style="list-style-type: none">1. Choose a Community Issue or Advocacy: Each group selects a relevant concern such as:<ul style="list-style-type: none">➤ Environmental cleanup➤ Anti-bullying➤ Mental health awareness➤ Animal welfare➤ Literacy or reading programs➤ Anti-smoking for teens2. Develop the Event Plan: Using a guided template, groups will:	<p>Annotation on Finding Practical Application</p> <p><i>This part of the lesson corresponds to the Transfer Stage of the Instructional Delivery Framework (IDF), where learners apply newly acquired knowledge and skills to real-life or simulated contexts, preparing them for the unit's performance task. The focus is on deepening understanding through authentic application of event goals, concepts, and themes.</i></p> <p><i>The teacher will select one activity among the given options—Advocacy Event Planning, Home/Community Celebration, or School-Based Event—each designed to reinforce students' grasp of lesson content in a meaningful context. These tasks bridge the classroom and the real world, allowing learners to plan events rooted in civic engagement, family traditions, or school-based causes.</i></p> <p><i>Through collaborative planning, visual presentations, and oral pitches, learners demonstrate their ability to align event goals</i></p>
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	<p> Define the Goal: What do you want to achieve or raise awareness about? Create the Event Concept: What's the main idea or message? Design a Theme: Catchy slogan, visuals, and tone of the event List Activities: Examples – clean-up drives, poster-making, short talks, donation booths Promotion Plan (optional): Posters, school bulletin, or social media tagline </p> <p>3. Make a Presentation or Poster Board: Each group prepares a campaign poster or event pitch presentation summarizing their advocacy event. They can include drawings, slogans, or digital slides.</p> <p>4. Present to the Class or Panel: Groups pitch their advocacy idea as if they were proposing it to local leaders or a school organization.</p> <p>Option 2: Activity Title: Plan a Home or Community Celebration</p> <p>Objective: To apply understanding of event goals, concepts, and themes by planning a realistic birthday or wedding celebration at home or in a community setting. Instructions:</p>	<p><i>with appropriate concepts and creative themes. This stage also strengthens 21st-century skills such as critical thinking, communication, and teamwork, while giving learners ownership of their ideas in purposeful, context-rich tasks.</i></p>
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| | <ol style="list-style-type: none">1. Choose a Celebration Type:
Each group chooses one:<ul style="list-style-type: none">➤ A child's 7th birthday at home➤ A debut celebration in a small barangay hall➤ A wedding in a relative's backyard or at a chapel with community reception➤ A moving-up or graduation celebration for Grade 10 in the barangay covered court➤ A barangay recognition day for senior citizens and local volunteers2. Complete the Planning Sheet:
Learners fill out a guided planning template that includes:<ul style="list-style-type: none">➤ Goal of the celebration (Why is it being held?)➤ Event Concept (The main message or purpose of the celebration)➤ Theme (Colors, motifs, slogans, etc.)➤ Sample program or key activities➤ Decor ideas, invitations, attire (optional)3. Create a Visual Presentation:
Learners create a mini event board or visual layout on paper or digitally (manila paper, PowerPoint, Canva) to present to the class. | |
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4. Present:

Each group gives a short (3–5 minute) presentation explaining their choices and how their theme reflects the goal and concept.

Processing Questions:

1. How did your group decide on the event concept and theme?
2. In what ways does your plan fit a real home or community setting?
3. What challenges might arise in organizing this type of event in real life?

Option 3: School-Based Activity: Plan a School Event for a Cause

Instructions:

1. Select a School-Relevant Advocacy or Concern:
Each group chooses a cause that is meaningful within the school context, such as:
 - Mental health awareness among learners School cleanliness and waste segregation
 - Anti-bullying and peer respect campaign
 - Health and fitness week
 - Reading/literacy promotion for Grade 7 learners



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2. Event Planning Using the Template:
Groups will fill out a planning template, including:
- Goal of the event (What school issue or need will it address?)
 - Event Concept (What is the main idea/message of the event?)
 - Event Theme (A catchy, creative slogan or motif)
 - Suggested Activities & Setup (Brief program, booths, visuals, performances, etc.)
3. Proposal & Presentation:
Each group prepares:
- A 1-page proposal outlining the event
 - A visual presentation (poster, flyer, or slide deck)
 - A 2–3 minute class pitch, simulating a presentation to school heads or student council

Day 4

2. Making Generalization

Option 1: “HASHTAG REFLECTION” – Event Edition

Objective: To summarize key takeaways and encourage creative thinking using social media-inspired format.

Instructions:

- The teacher asks learners to write three hashtags that describe their understanding of event concept and

Teacher introductory line:

Teacher: *"Now that we've discussed how the concepts of event planning apply in real-life situations, it's time to take a step back and look at the bigger picture. We've seen how concepts and themes come together in events like school celebrations and product launches. But how do we connect all these details to a broader understanding?"*



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event theme.

👉 *Example: #ThemeTellsTheStory, #ConceptIsTheWhy, #EventsWithPurpose*

- Under each hashtag, students write one sentence explaining what it means in relation to the lesson.
- Volunteers share their hashtags and explain them to the class.

Option 2: Concept Comparison Chart – Interactive Venn Diagram

Mode: Pairs or Small Groups

Objective:

To help learners compare and contrast Event Concept and Event Theme through collaborative visual representation.

Instructions:

The teacher displays or draws a large Venn diagram on the board or on manila paper.

Each group is given three different colored papers or sticky notes:

- Red Paper – For ideas or descriptions about Event Theme
- Yellow Paper – For insights about Event Concept
- Blue Paper – For ideas that show similarities between the two

In this next phase, we're going to generalize what we've learned. We're going to reflect on the key takeaways from today's lesson and make connections that help us better understand the role of event concepts and themes in any event. Let's take the ideas we've explored and summarize them in a way that helps us apply these principles in future event planning.

To do this, we'll use a fun and interactive activity that will help us think critically and draw conclusions. So, let's get ready to organize everything we've learned into clear, key points!"

Annotation on Making Generalization

*This part aligns with the **Consolidation Stage of the Instructional Delivery Framework (IDF)**. Its goal is to help learners **synthesize key learnings**, draw meaningful **connections**, and reflect on the **broader application** of concepts. It allows them to internalize the distinction and relationship between event goals, concepts, and themes by summarizing them in their own words or through visual tools.*



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	<p>Each learner writes one key takeaway per color based on their understanding of the lesson. Groups then post their colored papers in the appropriate part of the Venn diagram: Red on the left circle (Event Theme) Yellow on the right circle (Event Concept) Blue in the overlapping area (Similarities)</p> <p>After posting, each group picks 1–2 items from the diagram to briefly explain aloud to the class.</p> <p>Bonus Discussion Questions: “What makes a theme stand out in an event?” “How can a concept guide the planning process?” “Can you have a theme without a concept? Why or why not?”</p> <p>After presentation of group activity the teacher will say</p> <p>“Now that we’ve seen different events and worked on setting clear goals for them, let’s take a moment to think:</p> <ul style="list-style-type: none"> ➤ <i>Why is goal-setting one of the first and most important steps in planning an event?</i> ➤ <i>Without a clear goal, what problems might happen?”</i> <p style="text-align: center;">DAY 5</p>	<p><i>The teacher provides reflective prompts to initiate metacognition and critical thinking. The selected activity—either a Hashtag Reflection or Concept Comparison Chart—supports this by offering learners an opportunity to articulate understanding creatively or collaboratively. These options emphasize student voice, engagement, and clarity of thought.</i></p> <p><i>The phase also uses guiding questions and class discussion to reinforce comprehension and encourage deeper insights about why event goals, concepts, and themes matter in successful planning. This reflective process not only enhances retention but also prepares students to transfer these concepts into more complex performance tasks or real-life planning situations.</i></p>
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3. Evaluating Learning

Option 1 : Right or Wrong: Event Concept, Theme, and Goal-Setting

Directions: Read each phrase carefully. Write Right if the statement is correct, and Wrong if it is not.

1. The event theme explains the goal and purpose behind an event.
2. "Unity in Diversity" can be considered an event theme for a cultural celebration.
3. The event concept should match the decoration and attire of the event.
4. Setting a clear goal helps event planners know what they want to achieve.
5. An event concept and an event theme are exactly the same.
6. A charity fun run with the theme "Race for Hope" shows both concept and theme alignment.
7. Goal-setting is only important for personal achievements, not for planning events.
8. A theme should reflect the mood or message you want participants to feel or remember.
9. An event concept can exist even without a theme.
10. The concept of promoting healthy habits can have a theme like "Fit for the Future."



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Option 2 : Quiz: Understanding Event Concept, Theme, and Goal-Setting

Part I: Multiple Choice (1–6) – Choose the best answer.

1. Which of the following best defines an event concept?
 - A. The decorations and colors used in the event
 - B. The reason or main idea behind organizing the event
 - C. The music and sound effects used
 - D. The order of the program
2. What is the purpose of an event theme?
 - A. To decide how much the event will cost
 - B. To describe the talents of the hosts
 - C. To give a consistent look, feel, and mood to the event
 - D. To invite people through social media
3. Which of the following combinations best show the connection between concept and theme?
 - A. Concept: Promote cleanliness | Theme: Black and White Masquerade
 - B. Concept: Youth Empowerment | Theme: "Voices of the Future"
 - C. Concept: Fundraising | Theme: Neon Party
 - D. Concept: None | Theme: Carnival Funfair
4. What makes goal-setting important when planning an event?
 - A. It helps choose food and drinks.
 - B. It adds more expenses.
 - C. It guides the planning and measures success.
 - D. It replaces the need for a theme.



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	<p>5. Which of the following is <i>MOST LIKELY</i> a goal of a school-organized event?</p> <p>A. To sell products to students</p> <p>B. To promote student leadership and collaboration</p> <p>C. To reduce classroom time</p> <p>D. To decorate the school</p> <p>6. In a clean-up drive event, what theme would best suit the concept of environmental awareness?</p> <p>A. "Green is the New Cool"</p> <p>B. "Let's Dance the Night Away"</p> <p>C. "Back to the '90s"</p> <p>D. "Shimmer and Shine"</p>	
	<p><i>Part II: Short Answer (7–10) – Answer in 1–3 sentences.</i></p> <p>7. Give an example of an event concept and a corresponding theme for a school outreach program. <i>(Example answer: Concept – Helping others through service; Theme – “Hearts that Give, Hands that Serve”)</i></p> <p>8. Why is it important to align the theme of an event with its concept or purpose?</p> <p>9. Imagine your class is tasked to organize a wellness event for teachers. What would your event goal be?</p> <p>10. In your own words, explain the difference between an event concept and an event theme.</p> <p>Additional Activities:</p> <p>Option 1: Event Analyst – Reflection Log</p>	



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Mode: Individual (Enrichment or Reinforcement)

Instructions:

- Learners will watch a 3–5 minute school or community event video (can be a recorded class program, school celebration, or advocacy event).
- Using a reflection log template, they will identify:
 - The **goal** of the event
 - The **event concept**
 - The **theme**
 - Their **personal insight** on how well the theme matched the concept

Purpose: Enhances analysis and critical thinking; supports visual and reflective learners.

Option 2: "Theme or Concept? Card Sort Game"

Mode: Pairs or small group (Remediation)

Instructions:

- Learners will be given shuffled cards with phrases or event ideas.
- Working together, they will sort the cards into three columns: **Goal**, **Event Concept**, and **Theme**.
- The teacher provides feedback and guides discussion afterward.

Purpose: Reinforces foundational understanding through peer collaboration and hands-on activity.



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V. ASSESSMENT <i>(Assessing Learnings)</i>	Assessment Strategy: Portfolio-Based Evaluation The teacher will use portfolio assessment , where learners will compile their completed activities as evidence of their understanding of the event concept, event theme, and goal-setting . This may include outputs such as event plans, sorting activities, visual presentations, and reflection logs. The portfolio will showcase how learners have developed both conceptual knowledge and communication skills throughout the lesson.
VI. REFLECTION <i>(Feedback and Continuous Improvement)</i>	Reflection Prompts <ul style="list-style-type: none">• What became clear to me in this lesson is: _____• One question I still have is: _____• I can apply what I learned by: _____ Option 2 Reflection Activity: Event Reflection Journal Instructions: After the lesson, answer the following questions in your journal. <ol style="list-style-type: none">1. What is an event concept, and why is it important?2. Can you give an example of an event where the theme was clear? What made it stand out?3. How does setting a goal help make an event successful?

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Answer Key

Option 1 : Right Or Wrong

1. The event theme explains the goal and purpose behind an event.
✓ Answer: Wrong
Explanation: That's the event concept, not the theme.
2. "Unity in Diversity" can be considered an event theme for a cultural celebration.
✓ Answer: Right
3. The event concept should match the decoration and attire of the event.
✓ Answer: Wrong
Explanation: The decoration should match the theme, not the concept.
4. Setting a clear goal helps event planners know what they want to achieve.
✓ Answer: Right
5. An event concept and an event theme are exactly the same.
✓ Answer: Wrong
6. A charity fun run with the theme "Race for Hope" shows both concept and theme alignment.
✓ Answer: Right
7. Goal-setting is only important for personal achievements, not for planning events.
✓ Answer: Wrong
8. A theme should reflect the mood or message you want participants to feel or remember.
✓ Answer: Right
9. An event concept can exist even without a theme.
✓ Answer: Right
Explanation: A concept can be present, but a theme enhances its presentation.
10. The concept of promoting healthy habits can have a theme like "Fit for the Future."
✓ Answer: Right

Option 2

Part I: Multiple Choice (1–6)
Choose the best answer.



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1. Which of the following best defines an event concept?
✓ Answer: B. The reason or main idea behind organizing the event
2. What is the purpose of an event theme?
✓ Answer: C. To give a consistent look, feel, and mood to the event
3. Which of the following combinations best show the connection between concept and theme?
✓ Answer: B. Concept: Youth Empowerment | Theme: "Voices of the Future"
4. What makes goal-setting important when planning an event?
✓ Answer: C. It guides the planning and measures success.
5. Which of the following is MOST LIKELY a goal of a school-organized event?
✓ Answer: B. To promote student leadership and collaboration
6. In a clean-up drive event, what theme would best suit the concept of environmental awareness?
✓ Answer: A. "Green is the New Cool"

Part II: Short Answer (7–10)

Answer in 1–3 sentences.

7. Give an example of an event concept and a corresponding theme for a school outreach program.
✓ Sample Answer:
Concept: Promoting kindness through outreach.
Theme: "One Heart, One Help: Serving with Purpose"
8. Why is it important to align the theme of an event with its concept or purpose?
✓ Sample Answer:
It ensures that the visual presentation and atmosphere support the event's goals, helping the audience clearly understand the message and intention of the event.
9. Imagine your class is tasked to organize a wellness event for teachers. What would your event goal be?
✓ Sample Answer:
To promote physical and mental wellness among teachers through relaxing and energizing activities.
10. In your own words, explain the difference between an event concept and an event theme.
✓ Sample Answer:
An event concept is the main idea or purpose of the event, while the theme is the creative way the event is presented through visuals, mood, and style.

Developing Mastery Activities

Generic Rubric for Event Concept and Theme Activities (Presentation, Discussion, Application)



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Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Beginning
Understanding of Concept	Clearly demonstrates in-depth understanding of event concept and theme; can explain and apply accurately in various contexts.	Shows a good understanding of the concepts with minor errors or misconceptions.	Shows partial understanding; some confusion or mix-up between concept and theme.	Demonstrates minimal understanding; cannot clearly distinguish between concept and theme.
Creativity and Originality	Demonstrates high creativity in designing or identifying themes that are unique and highly aligned with the event concept.	Demonstrates creativity and alignment, though ideas may be more common.	Attempts creativity but themes may lack clarity or strong connection to concept.	Limited or no creative attempt; theme appears off-topic or not connected.
Participation and Engagement	Actively engages in all parts of the activity, contributes insightful ideas, and encourages peers.	Participates consistently and shares relevant ideas.	Participates minimally; may require prompts or encouragement to contribute.	Rarely participates; shows little interest or engagement in the task.
Collaboration and Teamwork	Works very well with group/pair, listens, and builds on others' ideas; promotes a positive team dynamic.	Works well with others and shows respect and cooperation.	Some difficulty working with group; may dominate or withdraw from the task.	Has difficulty collaborating; disrupts or does not contribute meaningfully.
Communication and Presentation	Presents ideas clearly, confidently, and logically; uses appropriate vocabulary (e.g., “concept,” “theme”).	Presents clearly with minor lapses in clarity or terminology.	Struggles with clarity or confidence; some incorrect or vague terminology.	Ideas are poorly expressed or disorganized; lacks relevant vocabulary.

Scoring Guide (Optional Use)

Score Range Performance Level

18–20 points Outstanding

14–17 points Satisfactory

10–13 points Needs Improvement

5–9 points Beginning Level

Finding Practical Application

Performance Task Rubric: Advocacy or Community-Based Event Planning

Total Points: 20

Mode: Group Work | Applicable to Options 1, 2, or 3

Criteria & Descriptors:

Criteria	4 – Excellent	3 – Good	2 – Developing	1 – Beginning
Clarity of Event Goal	Goal is clearly defined, relevant, and strongly connected to the advocacy or celebration.	Goal is clear and relevant but may need more detail.	Goal is somewhat vague or loosely connected to the issue.	No clear goal or unrelated to the topic.



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Criteria	4 – Excellent	3 – Good	2 – Developing	1 – Beginning
Event Concept & Theme	Concept and theme are original, engaging, and strongly aligned with the goal and target audience.	Concept and theme are appropriate and mostly aligned with the goal.	Concept or theme is present but lacks creativity or clear connection to the goal.	Lacks clear concept or theme; not connected to the goal.
Creativity & Visuals	Highly creative and appealing output (poster, slides, etc.); excellent use of design to enhance message.	Good visual presentation; creative elements support the message.	Minimal creativity; visuals are basic or need improvement.	Lacks visuals or creative effort; presentation is unclear or incomplete.
Teamwork & Organization	Clear evidence of collaboration; presentation is well-organized and each part flows logically.	Good teamwork; presentation is mostly organized.	Limited collaboration; some disorganized parts.	Poor coordination; unclear or fragmented output.
Presentation & Impact	Strong delivery; ideas are persuasive and insightful; audience engagement is evident.	Clear delivery and relevant explanation; minor issues in impact or confidence.	Delivery is understandable but lacks confidence or persuasiveness.	Unclear or unprepared presentation; lacks connection to the audience.

Scoring Guide:

- **18–20 points** – *Outstanding*: Highly creative, relevant, and well-executed.
- **15–17 points** – *Proficient*: Clear understanding with strong effort.
- **11–14 points** – *Developing*: Basic grasp; improvement needed in execution.
- **10 and below** – *Beginning*: Limited understanding and performance.

Portfolio Assessment Rubric

Topic: Event Concept, Theme, and Goal-Setting

Total Points: 20 points

Criteria	4 – Excellent	3 – Good	2 – Needs Improvement	1 – Limited
Content Understanding	Demonstrates a thorough understanding of event concept, theme, and goal-setting.	Shows good understanding with minor gaps.	Shows limited understanding; some ideas are unclear or incomplete.	Lacks understanding of basic concepts; ideas are incorrect or missing.
Organization & Completeness	All tasks are included, well-organized, and follow logical flow.	Most tasks are complete and logically organized.	Some tasks are missing or loosely organized.	Portfolio is incomplete and poorly organized.
Creativity & Relevance	Creative, engaging outputs; visuals and themes are highly relevant.	Some creativity shown; visuals/themes mostly relevant.	Limited creativity; some elements lack relevance.	No creativity or relevance to the lesson content.



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Criteria	4 – Excellent	3 – Good	2 – Needs Improvement	1 – Limited
Communication & Clarity	Ideas are expressed clearly in writing and/or visuals; excellent grammar/spelling.	Ideas are mostly clear with few errors.	Ideas are sometimes unclear or poorly expressed.	Ideas are confusing, with frequent errors in communication.
Reflection & Personal Insight	Reflection shows deep insight and connection to real-life situations.	Reflection is thoughtful and relevant.	Reflection is brief or somewhat general.	No reflection or lacks connection to the topic.

Scoring Guide:

- 18–20 = Outstanding
- 15–17 = Proficient
- 11–14 = Developing
- 10 and below = Beginning