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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>COMPONENT AREA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>HOME ECONOMICS</b>                                                                                                        |                   |
| <b>GRADE LEVEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Junior / Senior High School /ALS / SPED</b>                                                                               |                   |
| <b>EVENT PACKAGE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>DRESSMAKING (Corporate Attire)</b>                                                                                        |                   |
| <b>NO. OF CONTESTANTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Two (2)</b>                                                                                                               |                   |
| <b>TIME ALLOTMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Four (4) hours (excluding interview)</b>                                                                                  |                   |
| <b>DESCRIPTION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Applying the principles in Dressmaking. The task includes the construction of Corporate Dress with short sleeves and Blazer. |                   |
| <b>Criteria For Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Criteria</b>                                                                                                              | <b>Percentage</b> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Creativity                                                                                                                   | 20%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Process                                                                                                                      | 25%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Accuracy                                                                                                                     | 20%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Use of tools, materials and equipment                                                                                        | 10%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Neatness                                                                                                                     | 10%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Speed                                                                                                                        | 5%                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Ability to Present Process                                                                                                   | 10%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Total</b>                                                                                                                 | <b>100%</b>       |
| <b>I. Event Rules and Mechanics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                              |                   |
| <p>a. All officially enrolled learners /with LRN /students are eligible to join the contest.</p> <p>b. The Event Administrator, members of the Technical Committee and Board of judges, should be in the venue sixty (60) minutes ahead of the event schedule.</p> <p>b. Tools, supplies, materials, equipment and other things needed for the contest will be made ready by the coaches in the event venue so the Event Administrator can check before the conduct of the activity.</p> <p>c. Contestants are advised to bring their own food as they are not allowed to go out the contest venue during break time.</p> <p>d. Borrowing of materials, supplies, tools, and equipment during the event is not allowed.</p> <p>e. There shall be one (1) model for each contestant.</p> <p>f. Setting up of all the tools, materials, equipment and other supplies should be made ready before the start of the contest.</p> <p>g. The Event Administrator will let the contestants draw lots to determine their respective area within the contest venue. Each contestant should wear PPE according to the standard requirements.</p> <p>h. All contestants should report to the venue One (1) Hour prior to the contest proper to perform the following preliminaries:</p> <ol style="list-style-type: none"> <li>1. checking the functionality of the sewing machine;</li> <li>2. completeness of the materials/supplies needed.</li> </ol> |                                                                                                                              |                   |

3. Final briefing of contestants will be done fifteen (15) minutes before the scheduled event.

- i. No questions shall be entertained during the contest proper except clarifications and points of order. All clarifications and points of order will be directed to the Event Administrator.
- j. Contestants are advised to bring their own food as they are not allowed to go out the contest venue during break time.
- k. The Event Administrator shall discuss with the judges the event rules and mechanics.
- l. The Event Administrator will signal to start the contest proper. Once the event has started, the teacher-coaches and other delegates are strictly prohibited within the event area.
- m. Only the Event Administrator, judges, technical committee members, official photographer and contestants are allowed in the venue for further checking and monitoring of the activity.
- n. Should there be any irregularities found during the event, the Event Administrator, in consultation with the Board of Judges, may suspend the conduct of the specific skills exhibition, if justified and refer the matter to the attention of the Technical and Evaluation Committee, for appropriate action.
- o. p. Each group of contestants will go through a 2-3 minutes' interview and deliberation with the Board of Judges after the four (4) hour time allotment.
- p. During the contest proper, judges are to observe the processes but not to ask questions to the contestants to avoid disruption.
- q. The working area should be cleaned immediately after every event.

## II. Resource Requirements

| Event Supplies, Tools and Equipment | Contestants  | Host School/Venue                                 | Host Region                                                                                                                                      |
|-------------------------------------|--------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Materials /Supplies                 | - Sewing kit | - Sleeve board<br><br>- Button holler attachments | - Threads<br><br>- Fabric (Linen & cotton)<br><br>- Color - (ash gray and black)<br><br>- Size – (2 meters' x 60 inches per color)<br><br>- Pins |

|                          |       |                                                                                                                                              |                                                                                                             |
|--------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
|                          |       |                                                                                                                                              | - Magic zipper<br>- Calculator<br>- Pattern paper<br>- Pencils<br>- Buttons<br>-Padding<br>Utility expenses |
| <b>Tools / Equipment</b> |       | - Electric Single-needle lockstitch machines<br>- Chair<br>- Cutting/working table<br>- Hanger rack<br>- Extension cord<br>- Electric outlet |                                                                                                             |
| <b>Others</b>            | - PPE |                                                                                                                                              | - Model<br>- Utility expenses                                                                               |

|                                |                                                                                                                                                                                            |                   |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>COMPONENT AREA</b>          | <b>AGRI – FISHERY ARTS</b>                                                                                                                                                                 |                   |
| <b>YEAR LEVEL</b>              | <b>Junior /Senior High School/ ALS/SPED</b>                                                                                                                                                |                   |
| <b>EVENT PACKAGE</b>           | <b>FOOD PROCESSING (MEAT, FISH, FRUITS &amp; VEGETABLES)</b>                                                                                                                               |                   |
| <b>NO. OF PARTICIPANTS</b>     | <b>THREE (3)</b>                                                                                                                                                                           |                   |
| <b>TIME ALLOTMENT</b>          | <b>Four (4) hours excluding interview</b>                                                                                                                                                  |                   |
| <b>DESCRIPTION/USE</b>         | Applying the principles in preserving Meat ( <i>Chicken Longanisa</i> ), Fish ( <i>Bangus –Spanish Sardines</i> ), Vegetables ( <i>Pickling – Sayote, Sitaw, Ampalaya, &amp; Carrots</i> ) |                   |
| <b>CRITERIA FOR ASSESSMENT</b> | <b>Criteria</b>                                                                                                                                                                            | <b>Percentage</b> |
|                                | Use of tools and equipment                                                                                                                                                                 | <b>10</b>         |
|                                | Process used in preservation                                                                                                                                                               | <b>20</b>         |
|                                | Sanitation Procedures, Methods & Safety work Habits                                                                                                                                        | <b>10</b>         |
|                                | Palatability                                                                                                                                                                               | <b>25</b>         |
|                                | Product Presentation and Packaging                                                                                                                                                         | <b>15</b>         |
|                                | Speed                                                                                                                                                                                      | <b>10</b>         |
|                                | Ability to Present the Process                                                                                                                                                             | <b>10</b>         |
|                                | <b>Total:</b>                                                                                                                                                                              | <b>100 %</b>      |

## I. Event Rules and Mechanics

- a. All officially enrolled learners /with LRN /students are eligible to join the contest.
- b. The Event Administrators, members of the technical committee and judges, should be in the venue two (2) hours ahead of the event schedule.
- c. Event materials, supplies, tools, equipment and other things needed for the venue will be made ready by the Event Administrator two (2) hours before the event schedule.
- d. Contestants are advised to bring their own food as they are not allowed to go out the contest venue during break time.
- e. All contestants should be at the designated venue one (1) hour before the event starts. Late contestants without valid reasons shall be disqualified.
- f. The Event Administrator will let the contestants draw lots to determine their respective places and set up their tools, and materials on their assigned places. Setting up of their extension cords, equipment, and tools should be done during this time.
- g. Briefing of contestants will be done thirty (30) minutes before the scheduled event.
- h. The Event Administrator will signal for the event to begin. Once the event has started, the coaches, teachers, delegates are no longer allowed to talk to the participants to give them full concentration in their work.
- i. Only the Event Administrator, technical committee members, judges, official photographer and contestants are allowed in the venue.
- j. No questions shall be entertained during the contest proper except clarifications and points of order. All clarifications and points of order will be directed to the Event Administrator.
- k. Should there be any irregularities found during the event, the Event Administrator, in consultation with the Board of Judges, may suspend the conduct of the specific skill exhibition if justified and refer the matter to the attention of the Technical and Evaluation Committee for appropriate action.
- l. The products shall be displayed on the table prepared by the host region for appreciation and tasting by the board of judges. Other table set – up /accessories strictly not allowed.
- m. Each contestant will go through a panel interview and deliberation with the Board of Judges after the four (4) hours time allotment.
- n. Interview shall be done one at a time using uniform questions.
- o. Meat Chicken – present 1 pack @ 250g & remaining output will be cooked for judging.
- p. Sardines and Pickles – 1 bottle for tasting and 1 bottle for display.
- q. The working area should be cleaned immediately after every event.

## II. Resource Requirements

| Event Supplies, Tools and Equipment | Contestants        | Host School/Venue                                                                   | Host Region                                                                                                                                                                |
|-------------------------------------|--------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Materials /Supplies                 | - Cooking utensils | - 12 oz. Jar, with wide opening (4 bottles)<br>- rubberized cap/lid<br>polyethylene | - 2 pcs bangus (approx. 2 pcs per half kg.) per contestant (1 for presentation, 1 for tasting)<br>- 1 kg whole dressed chicken<br>Ingredients (vegetable, fruits & others) |
| Tools / Equipment                   |                    | - Working Tables<br>- Cooking Area<br>- Stove<br>- Water outlets                    | - Knife<br>- Chopping Board<br>- Pressure Cooker<br>- Gas stove<br>- LPG                                                                                                   |
| Others                              | - PPE              |                                                                                     | - Utility expenses                                                                                                                                                         |

- Note:**
- a. All outputs shall be endorsed to the Secretariat by the Event Administrator
  - b. All endorsed outputs shall be displayed until the duration of the event

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                            |                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------|
| <b>COMPONENT AREA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>AGRI – FISHERY ARTS</b>                                                 |                   |
| <b>GRADE LEVEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Junior &amp; Senior High School / ALS/SPED</b>                          |                   |
| <b>EVENT PACKAGE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>LANDSCAPE INSTALLATION</b>                                              |                   |
| <b>NO. OF PARTICIPANTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>TWO (2)</b>                                                             |                   |
| <b>TIME ALLOTMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Four (4) hours (excluding interview)</b>                                |                   |
| <b>DESCRIPTION/USE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Application of the most appropriate landscaping techniques                 |                   |
| <b>CRITERIA FOR ASSESSMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Criteria</b>                                                            | <b>Percentage</b> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Originality of sketch plan                                                 | <b>10%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Combination and design of plants and materials.(Principles in Landscaping) | <b>20%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Use of tools and equipment                                                 | <b>10%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Methods & Safety work habits                                               | <b>10%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Visual Impact                                                              | <b>20%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Followed sketch plan                                                       | <b>10%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Speed                                                                      | <b>10%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Ability to Perform Process                                                 | <b>10%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Total:</b>                                                              | <b>100 %</b>      |
| <b>I. Event Rules and Mechanics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                            |                   |
| <p>a. All officially enrolled learners /with LRN /students are eligible to join the contest.</p> <p>b. The Event Administrators, technical committee members and judges, should be in the venue sixty (60) minutes ahead of the event schedule.</p> <p>c. Event materials, supplies, tools, equipment and other things needed for the venue will be made ready by the Event Administrator sixty (60) minutes before the event schedule.</p> <p>d. Contestants are advised to bring their own food as they are not allowed to go out the contest venue during break time.</p> <p>e. All contestants should be at the designated venue thirty (30) minutes before the event starts. Late contestants without valid reasons shall be disqualified.</p> <p>f. The Event Administrators will let the contestants draw lots to determine their respective places and set up their tools and materials on their assigned places. Setting up of their extension cords, equipment, and tools should be done during this time.</p> <p>g. Briefing of contestants will be done fifteen (15) minutes before the scheduled event.</p> <p>h. The Event Administrator will signal for the event to begin. Once the event has started, the coaches, teachers, delegates are no longer allowed to talk to the participants to give them full concentration in their work.</p> <p>i. Only the Event Administrator, technical committee members, judges, official photographer and participants are allowed in the venue.</p> <p>j. Contestants may seek clarification with the event administrator and Facilitators at any given time.</p> <p>k. Should there be any irregularities found during the event, the Event Administrator, in consultation with the Board of Judges, may suspend the conduct of the specific skill exhibition if justified and refer the matter to the attention of the Technical and Evaluation Committee for appropriate action.</p> <p>l. Borrowing of materials, tools, supplies during the event is not allowed.</p> <p>m. Uniform materials shall be provided by the Host Region. Contestants who will use accessories other than provided to them shall be disqualified.</p> <p>n. The contestants will be provided 1.5 x 2.5-meter area for landscaping.</p> <p>o. The finished landscape shall be ready for photography, sketching after all the members of the board of judges shall have finished their individual judging.</p> <p>p. A blue print or a sketch or plan must be submitted by the contestants (Long Size Bond Paper).</p> <p>q. The landscape shall remain untouched until the closing ceremony.</p> |                                                                            |                   |

|                                                                                                                                                                                                                                                                                       |                                                  |                                      |                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| r. Each contestant will go through a panel interview and deliberation with the Board of Judges after the four (4) hours' time allotment.<br>s. Interview shall be done one at a time using uniform questions.<br>t. The working area should be cleaned immediately after every event. |                                                  |                                      |                                                                                                                                                                                           |
| <b>II. Resource Requirements</b>                                                                                                                                                                                                                                                      |                                                  |                                      |                                                                                                                                                                                           |
| <b>Event Supplies, Tools and Equipment</b>                                                                                                                                                                                                                                            | <b>Contestants</b>                               | <b>Host School/Venue</b>             | <b>Host Region</b>                                                                                                                                                                        |
| <b>A. Materials / Supplies</b>                                                                                                                                                                                                                                                        |                                                  | - Working Area<br>- Water Source     | - Materials for the event (Assorted plants minimum of 5 kinds)<br>- Boulders, bricks, pebbles<br>- Soil, 2 m <sup>3</sup> per contestant, additional soil be made available for everybody |
| <b>B. Tools / Equipment</b>                                                                                                                                                                                                                                                           | - Trowel<br>- Shovel<br>- Sprinklers<br>- Pliers | - Working Table for preparing sketch |                                                                                                                                                                                           |
| <b>C. Others</b>                                                                                                                                                                                                                                                                      | PPE                                              |                                      | - Utility expenses                                                                                                                                                                        |

**Note:** a. All outputs shall be endorsed to the Secretariat by the Event Administrator  
 b. All endorsed outputs shall be displayed until the duration of the event

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                            |                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------|
| <b>COMPONENT AREA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>AGRI – FISHERY ARTS</b>                                                 |                   |
| <b>GRADE LEVEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>GRADE 5 &amp; 6</b>                                                     |                   |
| <b>EVENT PACKAGE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>DISH GARDENING</b>                                                      |                   |
| <b>NO. OF PARTICIPANTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>TWO (2)</b>                                                             |                   |
| <b>TIME ALLOTMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Four (4) hours (excluding interview)</b>                                |                   |
| <b>DESCRIPTION/USE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Application of the most appropriate dish gardening techniques.             |                   |
| <b>CRITERIA FOR ASSESSMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Criteria</b>                                                            | <b>Percentage</b> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Originality of sketch plan                                                 | <b>10%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Combination and design of plants and materials.(Principles in Landscaping) | <b>20%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Use of tools and equipment                                                 | <b>10%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Methods & Safety work habits                                               | <b>10%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Visual Impact                                                              | <b>20%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Followed sketch plan                                                       | <b>10%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Speed                                                                      | <b>10%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Ability to Perform the Process                                             | <b>10%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Total:</b>                                                              | <b>100</b>        |
| <b>I. Event Rules and Mechanics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                            |                   |
| a. All officially enrolled learners /with LRN /students are eligible to join the contest.<br>b. The Event Administrators, technical committee members and judges, should be in the venue sixty (60) minutes ahead of the event schedule.<br>c. Event materials, supplies, tools, equipment and other things needed for the venue will be made ready by the Event Administrator sixty (60) minutes before the event schedule.<br>d. Contestants are advised to bring their own food as they are not allowed to go out the contest venue during break time. |                                                                            |                   |

- e. All contestants should be at the designated venue thirty (30) minutes before the event starts. Late participants without valid reasons shall be disqualified.
- f. The Event Administrator will let the contestants draw lots to determine their respective places and set up their tools and materials on their assigned places. Setting up of their extension cords, equipment, and tools should be done during this time.
- g. Briefing of contestants will be done fifteen (15) minutes before the scheduled event.
- h. The Event Administrator will signal for the event to begin. Once the event has started, the coaches, teachers, delegates are no longer allowed to talk to the participants to give them full concentration in their work.
- i. Only the Event Administrator, technical committee members, judges, official photographer and contestants are allowed in the venue.
- j. Contestants may seek clarification with the event administrator and Facilitators at any given time.
- k. Should there be any irregularities found during the event, the Event Administrator, in consultation with the Board of Judges, may suspend the conduct of the specific skill exhibition if justified and refer the matter to the attention of the Technical and Evaluation Committee for appropriate action.
- l. Borrowing of materials, tools, supplies during the event is not allowed.
- m. Uniform materials shall be provided by the Host Region. Contestants who will use accessories other than given to them shall be disqualified.
- n. The finished dish garden shall be ready for photography, sketching after all the members of the board of judges shall have finished their individual judging.
- o. A blue print or a sketch or plan must be submitted by the contestants (Long Size Bond Paper).
- p. The dish garden shall remain untouched until the closing ceremony.
- q. Each contestant will go through a panel interview and deliberation with the Board of Judges after the four (4) hours' time allotment.
- r. Interview shall be done one at a time using uniform questions.
- s. The working area should be cleaned immediately after every event.

| I. Resource Requirements            |                                                  |                   |                                                                                                                                                                                        |
|-------------------------------------|--------------------------------------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Event Supplies, Tools and Equipment | Contestants                                      | Host School/Venue | Host Region                                                                                                                                                                            |
| <b>A. Materials / Supplies</b>      |                                                  | - Water Source    | - Plants (Assorted minimum of 5 kinds)<br>- Decorative object<br>- Horticultural charcoal<br>- Potting soil<br>- Moss or sand<br>- Wide, low-sided container (without a drainage hole) |
| <b>B. Tools / Equipment</b>         | - Trowel<br>- Shovel<br>- Sprinklers<br>- Pliers | - Working Table   |                                                                                                                                                                                        |
| <b>C. Others</b>                    | PPE                                              |                   | - Utility expenses                                                                                                                                                                     |

**Note:** a. All outputs shall be endorsed to the Secretariat by the Event Administrator  
b. All endorsed outputs shall be displayed until the duration of the event

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                     |                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>COMPONENT AREA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>INFORMATION AND COMMUNICATION TECHNOLOGY</b>                                                                                                     |                   |
| <b>GRADE LEVEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Junior /Senior High School/ALS</b>                                                                                                               |                   |
| <b>EVENT PACKAGE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Technical Drafting – Prepare computer-aided design of a house</b><br><br><b>-Floor Plan</b><br><br><b>-Elevations</b><br><br><b>-Perspective</b> |                   |
| <b>NO. OF PARTICIPANTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>One (1)</b>                                                                                                                                      |                   |
| <b>TIME ALLOTMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Four (4) hours (excluding interview)</b>                                                                                                         |                   |
| <b>DESCRIPTION/USE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Performing mensuration and calculations, interpret technical drawing and plans, prepare computer aided-drawings with structural layout and details. |                   |
| <b>Criteria For Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Criteria</b>                                                                                                                                     | <b>Percentage</b> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Aesthetic/Architectural/Originality and creativity of design/ideas                                                                                  | 35%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Accuracy                                                                                                                                            | 35%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Safety work habits and housekeeping                                                                                                                 | 10%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Speed                                                                                                                                               | 10%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Ability to Present the Process                                                                                                                      | 10%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Total</b>                                                                                                                                        | <b>100%</b>       |
| <b>I. Event Rules and Mechanics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                     |                   |
| <p>a. Only the officially enrolled learner /with LRN /student is eligible to join the contest.</p> <p>b. The Event Administrator, members of the Technical Committee and Board of judges, shall be in the venue sixty (60) minutes ahead of the event schedule.</p> <p>c. The Technical and Evaluation Committee shall inspect the resource requirements for the contest.</p> <p>d. Event materials, supplies, tools, equipment and other things needed in the venue shall be made ready by the Event Administrator sixty (60) minutes before the event schedule.</p> <p>e. Contestants are advised to bring their own food as they are not allowed to go out the contest venue during break time.</p> <p>f. All contestants shall be at the designated venue thirty (30) minutes before the event starts. Late contestants without valid reasons shall be disqualified after careful evaluation and scrutiny by the Technical Evaluation Committee.</p> <p>g. The Event Administrator will let the contestants draw lots to determine their respective places and setting up of their extension cords, equipment, and tools which shall be done during this time.</p> <p>h. Borrowing of materials, supplies, tools and equipment is strictly prohibited.</p> <p style="padding-left: 40px;">a. Briefing of contestants shall be done fifteen (15) minutes before the scheduled event.</p> <p>i. The Event Administrator will signal for the event to start. Once the event has started, the coaches, teachers, and other delegates shall no longer be allowed to talk to the participants in order to give them full concentration in their task.</p> <p>j. Only the Event Administrator, Technical Committee members, Judges, Official Photographer and contestants are allowed to be in the venue for the whole duration of the contest.</p> <p>k. Questions/protests shall not be entertained during the contest proper except for clarifications and points of order, and shall be raised directly to the Event Administrator.</p> <p>l. The Event Administrator, in consultation with the Board of Judges, may suspend the conduct of the specific skills exhibition, if there are any irregularities found during the event and the matter shall be addressed to the Technical Evaluation Committee, for appropriate action.</p> |                                                                                                                                                     |                   |

|                                                                                                                                                    |                     |                                       |                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------------------------|--------------------|
| m. Contestant/s shall go through a five (5)-minute panel interview and deliberation by the Board of Judges after the four (4) hour time allotment. |                     |                                       |                    |
| n. The working area should be cleaned immediately after every event.                                                                               |                     |                                       |                    |
| <b>l. Resource Requirements</b>                                                                                                                    |                     |                                       |                    |
| <b>Event Supplies, Tools and Equipment</b>                                                                                                         | <b>Participants</b> | <b>Host School/Venue</b>              | <b>Host Region</b> |
| <b>A. Materials / Supplies</b>                                                                                                                     |                     |                                       |                    |
| <b>B. Tools / Equipment</b>                                                                                                                        | PPE                 | Desktop computer, (minimum) quad core |                    |
| <b>C. Others</b>                                                                                                                                   |                     | AutoCAD 2014 Version 19.1             | Printing cost      |

**Notes:**

- All outputs (soft copies) shall be collected by the Event Secretary and shall be endorsed to the Organizers for printing. File copies shall also be furnished to the Documentation Committee.
- All printed outputs shall be displayed in a designated area in the entire duration of the event.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                   |                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>COMPONENT AREA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>INFORMATION AND COMMUNICATION TECHNOLOGY</b>                                                                                                                                                                                                                                   |                   |
| <b>GRADE LEVEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Junior High School and Senior High School</b>                                                                                                                                                                                                                                  |                   |
| <b>EVENT PACKAGE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Computer Systems Servicing (CSS)</b>                                                                                                                                                                                                                                           |                   |
| <b>NO. OF PARTICIPANTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>One (1)</b>                                                                                                                                                                                                                                                                    |                   |
| <b>TIME ALLOTMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Four (4) Hours (excluding interview)</b>                                                                                                                                                                                                                                       |                   |
| <b>DESCRIPTION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | The participants will ensure functionality and connectivity of the computer system through file and printer sharing and internet connectivity through demonstration of the core skills on installing and configuring computer systems and setting-up computer network and server. |                   |
| <b>Criteria For Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Criteria</b>                                                                                                                                                                                                                                                                   | <b>Percentage</b> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Workmanship/Functionality                                                                                                                                                                                                                                                         | 30%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Methods/Procedures                                                                                                                                                                                                                                                                | 30%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Use of tools, materials and equipment                                                                                                                                                                                                                                             |                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Safety work habits and housekeeping                                                                                                                                                                                                                                               | 20%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Affordability                                                                                                                                                                                                                                                                     |                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Wise use of time/speed                                                                                                                                                                                                                                                            | 10%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Ability to Present the Process                                                                                                                                                                                                                                                    | 10%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Total</b>                                                                                                                                                                                                                                                                      | <b>100%</b>       |
| <p><b>I. Event Rules and Mechanics</b></p> <ol style="list-style-type: none"> <li>Only the officially enrolled learner /with LRN /student is eligible to join the contest.</li> <li>The Event Administrator, members of the Technical Committee and Board of judges, shall be in the venue sixty (60) minutes ahead of the event schedule.</li> <li>The Technical and Evaluation Committee shall inspect the resource requirements for the contest.</li> <li>Event materials, supplies, tools, equipment and other things needed in the venue shall be made ready by the Event Administrator sixty (60) minutes before the event schedule.</li> <li>Contestants are advised to bring their own food as they are not allowed to go out the contest venue during break time.</li> </ol> |                                                                                                                                                                                                                                                                                   |                   |

- f. All contestants shall be at the designated venue thirty (30) minutes before the event starts. Late participants without valid reasons shall be disqualified after careful evaluation and scrutiny by the Technical Evaluation Committee.
- g. The Event Administrator will let the contestants draw lots to determine their respective places and setting up of their extension cords, equipment, and tools shall be done during this time.
- h. Borrowing of materials, supplies, tools and equipment is strictly prohibited.
- i. Briefing of participants shall be done fifteen (15) minutes before the scheduled event.
- j. The Event Administrator shall signal for the event to start. Once the event has started, the coaches, teachers, and other delegates shall no longer be allowed to talk to the participants in order to give them full concentration in their task.
- k. Only the Event Administrator, Technical Committee members, Judges, Official Photographer and Participants are allowed to be in the venue for the whole duration of the contest.
- l. Questions/protests shall not be entertained during the contest proper except for clarifications and points of order, and shall be raised directly to the Event Administrator.
- m. The Event Administrator, in consultation with the Board of Judges, may suspend the conduct of the specific skills exhibition, if there are any irregularities found during the event and the matter shall be addressed to the Technical Evaluation Committee, for appropriate action.
- n. Participant/s shall go through a five (5)-minute panel interview and deliberation by the Board of Judges after the four (4) hour time allotment.

| <b>I. Resource Requirements</b>            |                                                                                                         |                                                                                                                                    |                                                                  |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <b>Event Supplies, Tools and Equipment</b> | <b>Participants</b>                                                                                     | <b>Host School/Venue</b>                                                                                                           | <b>Host Region</b>                                               |
| <b>A. Materials / Supplies</b>             | - RJ45                                                                                                  | - Cable for networking                                                                                                             | - Folders<br><br>- Copy paper<br><br>- Pens<br><br>- Flash drive |
| <b>B. Tools / Equipment</b>                | - 2 Sets crimping tools<br><br>- 2 Sets screw drivers<br><br>- 1 Set LAN tester<br><br>- Extension cord | - Desktops<br><br>- Printer<br><br>- Switch hub box (24 ports)<br><br>- Electrical outlets<br><br>- Working tables<br><br>- Chairs |                                                                  |
| <b>C. Others</b>                           | - PPE                                                                                                   |                                                                                                                                    | -Utility expenses                                                |

**Note:**

- a. All outputs (soft copies) shall be collected by the Event Secretary and shall be endorsed to the Organizers for printing. File copies shall also be furnished to the Documentation Committee.
- b. All printed outputs shall be displayed in a designated area in the entire duration of the event.

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                   |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>COMPONENT AREA</b>          | <b>Entrepreneurship</b>                                                                                                                                                                                                                                                                                                                                                                                                             |                   |
| <b>GRADE LEVEL</b>             | <b>Elementary/Junior /Senior High School/ALS/ALIVE Learners/SPED</b>                                                                                                                                                                                                                                                                                                                                                                |                   |
| <b>EVENT PACKAGE</b>           | <b>Bazaar (Products, Services, and Booth)</b>                                                                                                                                                                                                                                                                                                                                                                                       |                   |
| <b>NO. OF PARTICIPANTS</b>     | <p><b>The Winning Region must be composed of (1) Elementary, (1) Junior, (1) Senior High School, (1) ALS, (1) ALIVE Learners and (1) SPED</b></p> <p><b>Two (2) winning coaches: (1) Product and (1) Services</b></p>                                                                                                                                                                                                               |                   |
| <b>TIME ALLOTMENT</b>          | <b>1 day set-up (day 0) , 2 days on display</b>                                                                                                                                                                                                                                                                                                                                                                                     |                   |
| <b>DESCRIPTION</b>             | Applying the principles of entrepreneurship and showcasing the products and services of schools/learning centers of the region.                                                                                                                                                                                                                                                                                                     |                   |
| <b>Criteria For Assessment</b> | <b>Criteria</b>                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Percentage</b> |
|                                | Creativity/Originality <ul style="list-style-type: none"> <li>originality of design, ideas, graphics, presentation, harmony and balance</li> <li>use of indigenous /innovative products</li> </ul> ✓ PRODUCT DISPLAY (20%)<br>✓ SERVICES (20%)<br>✓ BOOTH (10%)                                                                                                                                                                     | 50%               |
|                                | Cohesive Presentation <ul style="list-style-type: none"> <li>Adherence to the guidelines of 3-5 services (5%)</li> <li>Adherence to the guidelines of 10-15 products (5%)</li> <li>Products are presented/ organized according to category(5%)</li> </ul>                                                                                                                                                                           | 15%               |
|                                | Marketing Strategies for Products and Services <ul style="list-style-type: none"> <li>Employs varied market strategies to attract customers/ buyers</li> </ul>                                                                                                                                                                                                                                                                      | 15%               |
|                                | Cleanliness and Orderliness                                                                                                                                                                                                                                                                                                                                                                                                         | 10%               |
|                                | Fluency of Communication Skills                                                                                                                                                                                                                                                                                                                                                                                                     | 5%                |
|                                | <ul style="list-style-type: none"> <li>Ability to Present Process</li> </ul>                                                                                                                                                                                                                                                                                                                                                        | 5%                |
|                                | <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>100%</b>       |
|                                | <b>I. Event Rules and Mechanics</b> <ol style="list-style-type: none"> <li>Participating regions shall be given one (1) day on Day 0 to set-up their respective booths</li> <li>Only the student-participants and coach are allowed inside the booth during the judging.</li> <li>Judging for: <ul style="list-style-type: none"> <li>products and booth will be on day 1</li> <li>services will be on day 2</li> </ul> </li> </ol> |                   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                |                          |                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------|
| <p>d. Types of products to be displayed shall be a minimum of 10 and maximum of 15 to be presented to the judges with proper label complying with DTI with Republic Act 3720 Labeling Law, 3 from Elementary, 2 from ALS, 2 from SPED, 6 from High School.</p> <p>e. Products to be displayed inside the booth are only those produced by the schools within the region.</p> <p>f. The Event Administrator will let the Regional Focal Persons draw lots to determine their respective booth during the solidarity meeting.</p> <p>g. Each student participant should wear appropriate attire.</p> <p>h. The booth area should be cleaned immediately after the event.</p> <p>i. Each student will go through an interview and deliberation of Judges.</p> <p>❖ Special Awards will be given to for the BEST PRODUCTS, BEST SERVICES, BEST BOOTH<br/> <b>(3) Best product special award (3) Best services (3) Best booth</b></p> |                                                                                                                                                                |                          |                                                                   |
| <b>II. Resource Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                |                          |                                                                   |
| <b>Event Supplies, Tools and Equipment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Participants</b>                                                                                                                                            | <b>Host School/Venue</b> | <b>Host Region</b>                                                |
| <b>A. Materials / Supplies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                |                          | - Canopy (same size for all regions)<br><br>Canopy Size- (8'x8')  |
| <b>B. Tools / Equipment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | - Extension cords<br><br>- Products for display<br><br>- Lighting fixtures<br><br>- Tools, equipment and materials appropriate to the services to be delivered |                          | - Electrical and water outlet<br><br>- 4 Tables<br><br>- 6 Chairs |
| <b>C. Bazaar Area per Region</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                |                          | - 8' X 8' for product<br><br>- 8' X 8' for services               |
| <b>D. Others</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | - PPE                                                                                                                                                          |                          | -Utility expenses                                                 |

**J. Implementing Guidelines on the 2018 National Skills Exhibition on Arts and Performances**

**Areas for Arts and Performances**

The areas for Arts and Performances Competition, number of participants per event and time allotment are the following:

| Areas for Skills Exhibition | No. of Participants Per Region | No. of Coaches/Trainer Per Region | Time Allotment                                                                |
|-----------------------------|--------------------------------|-----------------------------------|-------------------------------------------------------------------------------|
| 1. BAYLE SA KALYE           | 24                             | 2                                 | 7 minutes (dance exhibition) whole duration of Modern Street Dance Parade     |
| 2. LIKHAWITAN               | 4                              | 1                                 | 8 hours for songwriting and 7 minutes performance including entrance and exit |
| 3. PINTAHUSAY               | 1                              | 1                                 | 8 hours                                                                       |
| 4. SINELIKSIK               | 2                              | 1                                 | 4 hours (shooting)<br>4 hours (editing)                                       |
| 5. SULATANGHAL              | 1                              | 1                                 | 4 hours                                                                       |
| 6. DIREK KO, GANAP MO       | 2                              | 1                                 | Open time                                                                     |
| 7. HIMIG BULILIT            | 12                             | 1                                 | 10 minutes                                                                    |
| TOTAL                       | 46                             | 8                                 |                                                                               |
|                             | 54                             |                                   |                                                                               |

|                                                                                                                                                                                                                                                 |                                                                                                                                             |                             |                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------|
| COMPONENT AREA                                                                                                                                                                                                                                  | DANCE                                                                                                                                       |                             |                                 |
| GRADE LEVEL                                                                                                                                                                                                                                     | HIGH SCHOOL                                                                                                                                 |                             |                                 |
| EVENT PACKAGE                                                                                                                                                                                                                                   | BAYLE                                                                                                                                       |                             |                                 |
| NO. OF CONTESTANTS                                                                                                                                                                                                                              | TWENTY FOUR (24)                                                                                                                            |                             |                                 |
| TIME ALLOTMENT                                                                                                                                                                                                                                  | Seven (7) minutes performance including the entrance and exit for Dance exhibition and the whole duration of the Modern street Dance Parade |                             |                                 |
| DESCRIPTION                                                                                                                                                                                                                                     | Modern/Street dance Parade and Exhibition                                                                                                   |                             |                                 |
| Criteria For Assessment                                                                                                                                                                                                                         | Criteria for Exhibition                                                                                                                     | Percentage for Street Dance | Percentage for Dance Exhibition |
|                                                                                                                                                                                                                                                 | Choreography<br>(Composition, Creativity and Originality, Style)                                                                            | 30%                         | 20%                             |
|                                                                                                                                                                                                                                                 | Performance<br>(Skills and Technique, Precision, Timing and Coordination, Showmanship, Mastery)                                             | 40%                         | 50%                             |
|                                                                                                                                                                                                                                                 | Production Design (Costume, Props) and Music                                                                                                | 20%                         | 10%                             |
|                                                                                                                                                                                                                                                 | Theme/Concept                                                                                                                               | 10%                         | 20%                             |
|                                                                                                                                                                                                                                                 | Total                                                                                                                                       | 100%                        | 100%                            |
|                                                                                                                                                                                                                                                 |                                                                                                                                             |                             |                                 |
| III. Event Rules and Mechanics                                                                                                                                                                                                                  |                                                                                                                                             |                             |                                 |
| j. The “Bayle” is a modern/contemporary street dance skills exhibition anchored on the specific theme. Concept or theme for performance, costume, and props must be reflective and relevant to their locality but not limited to the festivals. |                                                                                                                                             |                             |                                 |
| k. The “Bayle” shall have two (2) separate competitions:                                                                                                                                                                                        |                                                                                                                                             |                             |                                 |
| 1. Modern Street Dance Parade – It is the choreographed parade routine performed by each group as they travel during the Festival Parade.                                                                                                       |                                                                                                                                             |                             |                                 |
| 2. Dance Exhibition – It is the full presentation of the group’s dance performance.                                                                                                                                                             |                                                                                                                                             |                             |                                 |
| l. Only one (1) entry per region is allowed. The region shall combine the results of the street and dance exhibition competition to determine the regional entry to the national level.                                                         |                                                                                                                                             |                             |                                 |
| m. A maximum of 24 parade dancers and 2 coaches will be allowed per region                                                                                                                                                                      |                                                                                                                                             |                             |                                 |
| n. The steps in street dance should be progressive in nature.                                                                                                                                                                                   |                                                                                                                                             |                             |                                 |
| o. The group may use any music of their choice during the dance exhibition, but the dance routines should be purely transformational in nature which is characterized by the Use of                                                             |                                                                                                                                             |                             |                                 |

- p. dance steps and movements which could be a fusion of two or more dance forms such as classical ballet, contemporary/ modern dance, jazz, hip-hop, folkloric, neo-ethnic, and other genre.
- q. The following are **strictly prohibited** during the performances:
- tossing
  - lifting
  - use of flammable materials such as fireworks or pyro techniques
  - live animals as part of the performance
  - individual props that exceed 3 feet in height/diameter, except cloth
  - provision for pre-set stage
- A 5-point deduction from the judge's score shall be made per violation incurred.**
- r. An assigned committee composed of the regional supervisors shall be in-charge of the inspection of the materials, props, etc. prior the competition to ensure compliance as mentioned in letter "f".
- s. Costumes and props that may represent their region are encouraged.
- t. Only hand-held props shall be allowed to be used in the parade and exhibition.
- u. The mobile sound systems will be provided by the host region.
- v. Each group will be judged during the parade and at the exhibition venue.
- w. One (1) point deduction from each judge's total score shall be deducted for every 30-second extension beyond the allowable time.

**IV. Inputs (Resource Requirements)**

|                           | Contestants                       | Host Region                                                                |
|---------------------------|-----------------------------------|----------------------------------------------------------------------------|
| a. Supplies and Materials |                                   | Clipboard<br>Typewriting paper<br>Pencil                                   |
| b. Tools and Equipment    | Props, music for Dance exhibition | Two-way radio<br>Megaphone<br>Sound system for street dance and exhibition |
| c. Others                 |                                   | Utility expenses                                                           |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                      |                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>COMPONENT AREA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>MUSIC</b>                                                                         |                                                                                                                      |
| <b>GRADE LEVEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>HIGH SCHOOL</b>                                                                   |                                                                                                                      |
| <b>EVENT PACKAGE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>LIKHAWITAN</b>                                                                    |                                                                                                                      |
| <b>NO. OF CONTESTANTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>FOUR (4)</b>                                                                      |                                                                                                                      |
| <b>TIME ALLOTMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>8 hours for songwriting and 7 minutes performance including entrance and exit</b> |                                                                                                                      |
| <b>DESCRIPTION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>On-the-Spot OPM Songwriting/ A capella Competition</b>                            |                                                                                                                      |
| <b>CRITERIA FOR ASSESSMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Criteria</b>                                                                      | <b>Percentage</b>                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Songwriting</b>                                                                   |                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Lyrics (relevance to the Theme)</b>                                               | <b>20%</b>                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Music (Arrangement and melody)</b>                                                | <b>20%</b>                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Originality</b>                                                                   | <b>20%</b>                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Performance</b>                                                                   |                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Vocal quality (harmony)</b>                                                       | <b>20%</b>                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Showmanship ( Stage presence, interpretation)</b>                                 | <b>20%</b>                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Total</b>                                                                         | <b>100%</b>                                                                                                          |
| <b>I. Event Rules and Mechanics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                      |                                                                                                                      |
| a. Only one (1) entry is allowed per region.<br>b. A maximum of 4 student participants per group/region accompanied by 1 coach is allowed.<br>c. Performers should have not joined or performed in any professional group or won in any international competition.<br>d. Songwriter should have not published works in any paid formats such as channel/website/ recording studio.<br>e. Songs must be written in Filipino or in English.<br>f. The songwriter/s may choose any type of music genre (ballad, rock, etc.) for his/her composition.<br>g. Each group will be given 8 hours to compose the song based on the theme which will be given during the orientation.<br>h. The handwritten notated composition with the lyrics and chords must be submitted to the contest administrators after the allotted time.<br>i. The contestants are allowed to use any musical instruments in aide to songwriting composition except keyboards that can save melody or canned music.<br>j. Song performance must not exceed 7 minutes including entrance and exit. A one-point deduction from the general average score of each judge shall be made for every 30-second extension.<br>k. Performers shall wear plain white t-shirt/NFOT t-shirt and any jeans to avoid regional identification.<br>l. No Props will be allowed during the performance. A violation of this provision shall incur a 5-point deduction from the general average of each judge. |                                                                                      |                                                                                                                      |
| <b>II. Inputs (Resource Requirements)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                      |                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Contestants</b>                                                                   | <b>Host Region</b>                                                                                                   |
| a. Supplies and Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                      | Music writing notebook<br>Typewriting paper<br>Pencil<br>folders                                                     |
| b. Tools and Equipment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Instrument for songwriting composition                                               | Four (4) Music stands<br>Sound system with five (5) microphone and microphone stands<br>Tables and chairs for Judges |
| c. Others                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                      |                                                                                                                      |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                      |                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Component Area</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>VISUAL ARTS</b>                                                   |                                                                                                                                                    |
| <b>Grade Level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>HIGH SCHOOL LEARNER OR SPED LEARNER</b>                           |                                                                                                                                                    |
| <b>Event Package</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>PINTAHUSAY</b>                                                    |                                                                                                                                                    |
| <b>No. of Contestants</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>ONE (1) PER CATEGORY</b>                                          |                                                                                                                                                    |
| <b>Time Allotment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>EIGHT (8) HOURS</b>                                               |                                                                                                                                                    |
| <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>ON-THE –SPOT PAINTING</b>                                         |                                                                                                                                                    |
| <b>Criteria For Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Criteria</b>                                                      | <b>Percentage</b>                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Artistic Merit</b> (Elements and Principles of Art)               | <b>30%</b>                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Interpretation of the theme</b> (relevance)                       | <b>30%</b>                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Difficulty</b> (technique)                                        | <b>20%</b>                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Originality</b>                                                   | <b>20%</b>                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Total</b>                                                         | <b>100%</b>                                                                                                                                        |
| <b>I. Event Rules and Mechanics</b><br>a. Pintahusay is an on-the-spot painting competition.<br>b. One (1) student-participant per region is allowed.<br>c. Participants are given 8 hours to finish their outputs.<br>d. Student-participant may be accompanied by one coach. However, coaches are only allowed to assist the student during the setting up of materials on the day of the competition.<br>e. Participants must bring their own paintbrushes, sponges, paint containers, and paint cleaning materials (newspaper, washcloth, etc.) while acrylic paint in primary colors (red, blue, yellow) and neutral colors (black and white), easels, and canvass (36x48 inches) will be provided by the RTWG/NTWG.<br>f. Participants are not allowed to bring pictures or images for reference of their entries.<br>g. The subject of the painting will be based on a theme which will be given during the event. |                                                                      |                                                                                                                                                    |
| <b>II. Inputs (Resource Requirements)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                      |                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Contestants</b>                                                   | <b>Host Region</b>                                                                                                                                 |
| Supplies and Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                      | Typewriting<br>Pencil<br>Folder                                                                                                                    |
| Tools and Equipment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Paintbrushes, sponges, paint container, and paint cleaning materials | Canvass (36x48inches) with frame<br>Painting easel<br>Acrylic paints<br>Blue (5L)<br>Red (5L)<br>Yellow (5L)<br>Black (5L)<br>White (5L)<br>Chairs |

|                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                  |                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>COMPONENT AREA</b>                                                                                                                                                                                                                                                                                                                                                    | <b>MEDIA ARTS</b>                                                                                                                                |                   |
| <b>GRADE LEVEL</b>                                                                                                                                                                                                                                                                                                                                                       | <b>HIGH SCHOOL LEARNERS</b>                                                                                                                      |                   |
| <b>EVENT PACKAGE</b>                                                                                                                                                                                                                                                                                                                                                     | <b>SINELIKSIK</b>                                                                                                                                |                   |
| <b>NO. OF CONTESTANTS</b>                                                                                                                                                                                                                                                                                                                                                | <b>TWO (2)</b>                                                                                                                                   |                   |
| <b>TIME ALLOTMENT</b>                                                                                                                                                                                                                                                                                                                                                    | <b>FOUR (4) HOURS FOR SHOOTING AND FOUR (4) HOURS FOR EDITING</b>                                                                                |                   |
| <b>DESCRIPTION</b>                                                                                                                                                                                                                                                                                                                                                       | <b>SHORT FILM COMPETITION</b>                                                                                                                    |                   |
| <b>Criteria For Assessment</b>                                                                                                                                                                                                                                                                                                                                           | <b>Criteria</b>                                                                                                                                  | <b>Percentage</b> |
|                                                                                                                                                                                                                                                                                                                                                                          | <b>Storyline, narrative flow:</b><br>overall cohesive storytelling, unified look and feel, clear narrative focus and direction of the story line | <b>40%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                          | <b>Technique:</b> controlled camera work, clear quality of sound, attention to composition and framing                                           | <b>30%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                          | <b>Insight/ Relevance to the theme:</b> ability for the whole film to look into and discuss the theme/ subject matter                            | <b>10%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                          | <b>Quality:</b> neatness of edit, clarity of sound,<br><br>readability of text, focus of shots                                                   | <b>10%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                          | <b>Creativity:</b> originality or uniqueness of take,<br><br>slant, or topic; freshness of technique or<br><br>treatment                         | <b>10%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                          | <b>Total</b>                                                                                                                                     | <b>100%</b>       |
| <b>I. Event Rules and Mechanics</b><br><br>a. Sineliksik is a short film competition.<br>b. Each region will submit one (1) entry.<br>c. Two student-participants per region are allowed. They may be accompanied by one (1) coach provided that he/she will not assist the participants in the development, conceptualization, production, and/or editing of the video. |                                                                                                                                                  |                   |

- d. Participants are required to bring their own laptop/s or computers with video editing softwares, digital cameras or video cameras with computer cable for uploading, tripod, extension cords and other paraphernalia related to video shooting and editing. Use of drones is not allowed.
- e. Films must:
  - be cut and edited according to the creative direction of the team
  - contain text and graphic elements
  - use music, live sound, and/or narration; music must be original or royalty-free music and must be acknowledged accordingly in the end credits
  - only use primary footages taken/captured during the actual conduct of NFOT
- f. The films may
  - incorporate color correction and visual effects
  - use b-roll or establishing footage taken outside the competition period but these must be taken/ produced during the NFOT days and from the designated location/s (e.g. traffic shots, time lapse, sunrise/ sunset scenes)
- g. Four (4) hours will be given for shooting and another Four (4) hours for editing.
- h. The finished film must be:
  - 4-5 minutes in duration not including opening/ closing credits
  - a maximum of 30 seconds (0.5 minutes) for opening credits
  - a maximum of 60 seconds (1 minute) for closing credits
  - total film duration must not exceed 6:30 minutes (390 seconds)
- i. Submitted entries must not include any indication or reference to the creators, the creators' school, region, or other identifying marks. Only the film's title may be used to identify the project. Teams are allowed to produce a version with complete titles and credits for their personal consumption but this copy should not be submitted to the competition.
- j. Entries should be saved in a flash drive encoded in MP4, WMV, AVI or MOV format submitted on the event date before the specified cut-off or deadline.
- k. Medium of communication should be in Filipino and/or English. However, subtitles may be used ONLY for films in local languages.
- l. Videos should be an original work of the student-participants and shall not infringe on any copyrights or any rights of any third parties.
- m. Images shown and presented in the film must have been taken during the 2018 National Festival of Talents. If the film requires pre-existing, stock, or news footage, these may be used to a maximum of 20% of the film and must:
  - be royalty-free, in the public domain, or under a Creative Commons license for attribution (BY) and non-commercial use (NC)
  - be obtained from a recognized news or information agency (e.g. CNN, GMA News, etc)
  - properly cite artists and works in the closing credits (Artist, Title, website/ source)
- n. Films are encouraged to use music or sound elements taken or produced during the 2018 National Festival of Talents. Films are also allowed to use non-original music and sounds provided that:
  - the works are available for use royalty-free, in the public domain, or under a Creative Commons license for attribution (BY) and non-commercial use (NC)
  - these are obtained from recognized royalty-free or Creative Commons sources (e.g. SoundCloud, Jamendo, WikiMedia)
  - the artists and works are properly cited in the closing credits (Artist, Title, website/ source)
- o. Teams may use to choose any style (e.g. observational, participative, journalistic, or reflexive) and utilize various tools to deliver content (e.g. narration, on-camera, interviews, music, dramatization/s, etc.) but it must be noted that the emphasis of the competition is on visual storytelling rather than narrated or textual stories.
- p. Teams will be briefed on the rules and parameters of the competition. Each team will be given access to the same general film location and a space for post-production.
- q. Each judge will prepare theme for the draw lots to be used in the actual competition during the orientation.