



Republic of the Philippines
Department of Education
REGION I

SCHOOLS DIVISION OF THE CITY OF BATAC

25 FEB 2026

DIVISION MEMORANDUM

No. 157 s. 2026

2026 DIVISION FESTIVAL OF TALENTS (DFOT) FOR ADVOCACY PITCH AND LITERARY CUP

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Unit and Section Heads
Public and Private Secondary School Heads
All Others Concerned

1. The Schools Division of the City of Batac (SDCB), through the Curriculum Implementation Division (CID), will conduct the 2026 Division Festival of Talents (DFOT) for Advocacy Pitch and Literary Cup on February 26, 2026, 8:00 AM – 5:00 PM at the City of Batac National High School Poblacion.
2. These two events aim to:
 - a. evaluate learner -participants ability to deliver a compelling pitch using verbal and non-verbal communication strategies and utilizing ICT resources and visual aids to enhance the clarity and persuasive impact of their message; and
 - b. assess a team's ability to comprehend an open-ended narrative and generate an original resolution, utilizing narrative reconstruction, summarization, and inferencing skills to produce a unified output through a timed oral performance.
3. Attached are the General Guidelines, Specific Guidelines for Advocacy Pitch and Literary Cup, and List of Steering and Working Committees, for reference.
4. To observe time-on-tasks, school heads must take appropriate measures to manage the affected classes of the concerned teachers during the activity.
5. For information and guidance.

Encl.: as stated
Reference: RM 154, s. 2026; DM 095, s. 2026
To be included in the Perpetual Index
Under the following subject:

AWARDS FESTIVALS PROGRAMS

CID/JPP 2026_DFOT
_____/26080/February 25, 2026

ANSELMO R. ALUDINO
Schools Division Superintendent

By the Authority of the SDS:

ARNEL S. BANDIOLA
Assistant Schools Division Superintendent



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Enclosure 1

General Guidelines for the 2026 DFOT

1. The DFOT is open to all learners with Learner's Reference Number (LRN) and who are officially enrolled in the public and private schools for School Year 2025-2026.
2. Consent must be sought from the parents of learner-participants.
3. Learner's will participate in one (1) event only, and only one (1) coach is allowed per event.
4. All participants shall receive a Certificate of Participation from the Schools Division of the City of Batac (SDCB) through the Curriculum Implementation Division (CID).
5. All materials, equipment, and other items needed for the contest shall be provided by the participants.
6. The top three performers shall receive a Certificate of Recognition.
7. The first placers shall be the division entry to the 2026 Regional Festival of Talents (RFOT) to be held at SDO Laoag City on March 2026.
8. The participation of all Junior and Senior High Schools in this competition is highly encouraged.



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Specific Guidelines

Advocacy Pitch

KEY STAGE	Key Stages 3 and 4 (Grades 7 to 12)	
NO. OF PARTICIPANTS	Two (2) learner-participants per region Two (2) teacher-coaches per region	
TIME ALLOTMENT	126 minutes	
PERFORMANCE STANDARD	The learners skillfully deliver a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.	
21ST CENTURY SKILLS	Communication Skills Information, Media and Technology Skills Learning and Innovation Skills Life and Career Skills	
CREATIVE INDUSTRIES DOMAIN	Publishing and Printed Media Performing Arts	
DESCRIPTION	Advocacy Pitch is an NFOT contest that evaluates learner-participants' ability to deliver a compelling pitch using verbal and non-verbal communication strategies. They utilize ICT resources and visual aids to enhance the clarity and persuasive impact of their message.	
CAREER PATHWAYS	This contest develops key communication, presentation, and ICT skills essential across industries. By strengthening public speaking, critical thinking, digital literacy, and persuasive advocacy, it prepares learners for real-world roles in leadership, education, business, community engagement, and other communication-driven fields.	
TECHNICAL SPECIFICATIONS		
A. MATERIAL, TOOLS, AND, EQUIPMENT	To be provided by the learner-participants: <ul style="list-style-type: none"> • Laptop with MS PowerPoint 2010 or latest version and Adobe In-design • Lapels (<i>Wireless Body Pack, maximum of 40W</i>) & batteries 	To be provided by the Technical Committee: <ul style="list-style-type: none"> • Projector/LED Screen/TV 55" or better (for the contest room and for the viewers outside of the contest room) • Extension Cords • HDMI/VGA Cables • Flash Drives



	<ul style="list-style-type: none"> Flash Drive (32 gb) 	<ul style="list-style-type: none"> A4 Bond Paper Substance 100 gsm Flaglets (yellow, green and red) Stopwatch / timer Printers 		
B. VENUE	Airconditioned/Well-ventilated: Preparation Room, Holding Room, and Contest Room			
CRITERIA FOR JUDGING	Product/ Performance	Criteria	Points	Weight %
	Pitching	Analysis and Content	45	70%
		Organization	30	
		Delivery	25	
		Total	100	
	15-slide Powerpoint Presentation	Focus and Clarity	25	10%
		Visual Effectiveness	25	
		Credibility and Attribution	10	
		Technical Aspects and Readability	15	
		Overall Craftmanship	25	
		Total	100	
	Tri-Fold Brochure	Panel Layout and Structural Accuracy	10	20%
		Content Organization and Flow	40	
		Visual Consistency and Branding	25	
Typography and Readability		10		
Layout, Balance and Margins		15		
Total		100		
TOTAL				
RUBRICS	See attached scoring rubrics.			
MECHANICS				
Pre-Event	<p>A. The Advocacy Pitch is open to all learners from Key Stages 3 and 4 (Grades 7 to 12) who are officially enrolled in public and private elementary and secondary schools and CLCs. Each region shall register one (1) team composed of two (2) learner-participants who are winners in the Regional Festival of Talents (RFOT) and two (2) teacher-coaches.</p> <p>B. Each team shall bring two (2) laptops with respective chargers and one (1) flash drive.</p> <p>C. A mandatory technical inspection of all laptops and flash drives shall be conducted a day before the contest. The Technical Committee shall place the inspected laptops in the Holding Room. The flash drives shall be collected where digital copies of contest materials shall be stored.</p>			

- D. Drawing of lots shall be done thirty (30) minutes prior to the contest.
- E. The learner-participants shall wear corporate attire during the contest.

During the Event

- A. Each team shall be given a running time of 120 minutes from Phases 1-4.

Phase 1 – Text Immersion (30 Minutes)

- 1. Three (3) sets of grade-level appropriate informational texts, from which each team shall choose only **one** set to work on shall be provided by the Technical Committee in the Holding Room. Each team shall also receive random graphics stored in the flash drive. This shall be retrieved from them **before their presentation**.
- 2. The team shall be given thirty (30) minutes to read the texts.

Phase 2 - Topic Outlining (20 Minutes)

- 1. Each team shall be given twenty (20) minutes to outline their presentation, both PowerPoint (PPT) and brochure, using laptops.

Phase 3 – Presentation Preparation (60 Minutes)

- 1. Preparation of PPT and brochure shall be **done** simultaneously.
- 2. For the PowerPoint Presentation
 - a. Each team shall use MS PowerPoint applying the presentation standards and utilizing available text resources like images, graphics, or any symbol found in the MS PowerPoint.
 - b. Each team shall prepare the script based on the Powerpoint presentation.
 - c. Each presentation is timed five (5) minutes and shall be limited to 16 slides **only**. Each slide shall be automatically timed twenty (20) seconds. The final slide should contain the caption "Thank you" which shall be the cue for the teams to stop.
 - d. Each team is given sixty (60) minutes to prepare, rehearse, and **finalize** their output.
 - e. Each team shall save the file using the filename format: Entry Number_Event Contest Code (**ex: 01_AP_PPT**).
 - f. The Technical Committee shall collect the flash drive and ensure that the saved file is working and ready for presentation. Once saved, the team shall not be allowed to open their laptops.
- 3. For the Brochure
 - a. Each team shall use InDesign, Publisher, MS PowerPoint, and/or Photoshop for the layout of the tri-fold brochure.
 - b. Each team shall prepare one tri-fold brochure in landscape layout using the A4 paper. The brochure shall contain the (1) advocacy title, (2) problem description, (3) evidence from the

- readings, (4) proposed actions, (6) expected impact, and (7) team information without any identifying marks. It shall be clear, organized, and visually appealing, using only materials provided during the preparation period.
- c. Each team shall save the file in PDF using the filename format: **Entry Number_Event Contest Code (ex: 01_AP_Brochure)**.
 - d. Each team shall print the brochure in five (5) copies to be distributed randomly to the audience during the pitching time.
 - e. Each team shall not be allowed to use laptops after the allotted preparation time.
4. Designated time shall be allocated for learner-participants to print materials, strictly adhering to the cue established by the Technical Committee. Printing time shall not be included in the preparation time.

Phase 4 – Final Rehearsal (10 Minutes)

1. Before the delivery, all teams shall be given ten (10) minutes for technical check and rehearsal in the Holding Room.
2. The Technical Committee shall allow the teams to use the laptops again during the final rehearsal.
3. Editing any part of the PPT is prohibited.
4. After the rehearsal, each team, guided by the Technical Committee, shall immediately proceed to the presentation room.

Phase 5 – Presentation Proper (6 Minutes)

1. Before the delivery, each team shall be given one (1) minute for technical check.
2. Distribution of the brochures shall be done during the presentation.
3. Each team shall present in five (5) minutes.
4. The slide presentation shall play automatically for five (5) minutes, and the team shall deliver their pitch synchronized with the auto-timed slides. Manual slide-clicking is not allowed. Both team members shall speak during the presentation, but they may divide speaking roles according to their preference. Clear teamwork, coherent delivery, and strong connection to the reading texts are expected.
5. The Technical Committee shall use color-coded flags to manage time during the slide presentation:
 - **green flag** to signal the start of the presentation;
 - **yellow flag** to indicate that only 2 minutes remain; and
 - **red flag** to signal that time is up.
6. The Technical Committee timer shall serve as the official and definitive timekeeper for the event.

After the Event

1. Upon completion of the performance, learner-participants shall be required to exit the stage in an orderly manner and proceed directly to the designated holding area. The Technical Committee shall escort the team off the stage.

2. The Technical Committee shall collect the printed brochures and direct the participants to retrieve the laptops and flash drives placed in the preparation area.
3. Each brochure shall be judged after the performance on stage.
4. Results shall be announced during the Awarding and Closing Ceremonies.

Scoring Rubrics for Advocacy Pitch

Scale	4 Excellent	3 Very Satisfactory	2 Satisfactory	1 Needs Improvement
16-slide PowerPoint Presentation 10%				
Focus & Clarity of Content (25pts)	Slides present one clear idea, use only essential points, and the main takeaway is instantly understood.	Slides are mostly focused; minor unnecessary details but the main idea remains clear.	Slides contain more than one idea or too many points, making the message less clear.	Slides are cluttered, unfocused, or the main idea is difficult to understand.
Visual Effectiveness (25pts)	Graphics support the message well; layout is clear and avoids clutter or overload.	Visuals are generally effective; minimal clutter but still understandable	Visuals are present but may distract or add unnecessary complexity.	Poor layout or visuals cause confusion and make the slide difficult to understand.
Credibility & Attribution (10pts)	All sources and visuals are properly credited and clearly identified.	Most sources are credited, with only minor omissions.	Some important credits/citations are missing or unclear.	No credits given for borrowed information or visuals.
Technical Aspects & Readability (15pts)	Text and visuals remain readable even with technical issues; design does not rely on animations.	Mostly readable text and visuals; minor elements may be affected by technical limitations.	Some parts may be difficult to read due to low contrast or rely on animations.	Slide becomes unclear or unreadable with technical disruptions.
Overall Craftsmanship (25pts)	Slide shows strong refinement, polished design, and consistent formatting.	Slide is generally well-made; minor inconsistencies exist.	Slide appears minimally revised; several inconsistencies in design.	Slide appears rushed, unrefined, or inconsistently designed.

Tri-Fold Brochure 20%				
Panel Layout & Structural Accuracy (10pts)	Panels follow correct tri-fold structure; panel widths are accurate; folding is neat and aligned.	Layout is mostly correct; minor spacing or folding inconsistencies but still functional.	Some panels are misplaced or misaligned; layout affects folding but remains usable.	Incorrect panel order or widths; brochure does not fold or align properly.
Content Organization & Flow (40pts)	Content is placed on the correct panels; flow is clear from cover to interior to back cover.	Flow is mostly logical; minor misplacements but overall understandable.	Sections are out of sequence or confusing; information flow is disrupted.	Content placement is disorganized and does not follow tri-fold standards.
Visual Consistency & Branding (25pts)	Images and colors follow a consistent style and align well with the brand.	Mostly consistent visuals; minor mismatches in image style or color usage.	Visual inconsistency is noticeable; some elements break the cohesive look.	No visual consistency; images and colors appear random or mismatched.
Typography & Readability (10pts)	Uses no more than two fonts; clear headers; concise text; very easy to read.	Generally readable; minor issues with font choices or text length.	Multiple fonts or long text sections make reading harder.	Text is cluttered, inconsistent, or difficult to read.
Layout Balance & Margins (15pts)	Text and images are balanced with proper margins (around 0.25"); clean, uncluttered layout.	Good balance; slight crowding but still neat.	Some areas look cramped or poorly spaced.	Layout appears crowded or messy; margins are not observed.
Advocacy Pitch 70%				
A. Analysis and Content (45pts)	The speakers fully address the question/topic directly and effectively; the presentation is highly informative, and enhances audience understanding; arguments are consistently supported with	The speakers address the question/topic with minor lapses; the presentation is generally informative; most arguments are supported with reasoning, facts, examples, or credible opinions; most data/examples	The speakers address the question/topic inconsistently; the presentation provides limited information and may lack clarity; some arguments are supported, but many are weak or unsupported; documentation	The speakers do not clearly address the question/topic; the presentation is unclear or lacks meaningful information; arguments are unsupported or illogical; data/examples are missing or

	logical reasoning, relevant facts, examples, and credible expert opinions; all data and examples are properly documented; all information is fully pertinent to the advocacy focus.	are documented; the information is mostly relevant to the advocacy focus, utilizing effective visual examples or signs.	of data/examples is incomplete or unclear; some information is off-topic or only somewhat related to the advocacy focus.	improperly documented; most of the information is irrelevant to the advocacy focus.
B. Organization (30pts)				
Introduction (10 pts)	The speakers immediately capture and maintain the audience's attention; the topic is clearly and confidently introduced via visual aids; the topic is clearly and confidently introduced; main points are effectively outlined, providing a clear visual/roadmap for the presentation.	The speakers capture the audience's attention most of the time; the topic is mostly clear; main points are outlined, though some visual transitions may lack clarity or detail.	The speakers only partially capture audience attention; the topic is somewhat unclear; main points are vaguely introduced or partially outlined or the visual roadmap is incomplete.	The speakers fail to capture audience attention; the topic is unclear or confusing; main points are not outlined or missing.
Body (10 pts)	The presentation is divided into clear, well-defined sections; transitions, internal summaries; ideas flow logically and coherently from introduction to conclusion.	The presentation has mostly clear sections; most sections are adequately covered; ideas generally follow a logical sequence with minor lapses in coordination between the presenter and the slides.	Sections are only somewhat clear or inconsistently divided; some sections are rushed or underdeveloped; logical flow is inconsistent making it difficult to follow the sequence.	Sections are unclear or poorly defined; key sections are omitted or inadequately addressed; ideas are disorganized and difficult to follow.

Conclusion (10 pts)	The speakers effectively tie together all parts of the presentation, creating a unified and coherent argument; the main message is clearly stated with no ambiguity; the presentation ends with a strong, definitive conclusion.	Most parts of the presentation are well-connected; the main message is generally clear; the conclusion provides closure but may lack emphasis or impact.	Connections between sections are inconsistent; the main message is somewhat unclear; the conclusion is weak or only partially addresses the presentation's main point.	The presentation lacks cohesion; the main message is unclear or missing; there is no clear conclusion, leaving the audience without closure.
Delivery (25pts)				
Language Style (10pts)	Language is highly suitable for informing and engaging the audience; it is clear, precise, grammatically correct, and vivid; delivery is natural, confident, and spontaneous; word choice effectively reinforces the key ideas.	Language is generally suitable and mostly clear; though minor grammatical or stylistic issues may be present; delivery is mostly natural; word choice generally supports the key ideas.	Language is somewhat unclear, imprecise, or occasionally inappropriate; some grammatical errors are noticeable; delivery may be hesitant or uneven; word choice only partially supports the key ideas.	Language is unclear, confusing, or inappropriate; frequent grammatical errors; delivery is unnatural or hesitant; word choice fails to support the key ideas.
Delivery (10 pts)	The speakers enunciate words clearly and speak at an appropriate volume throughout; vocal variety (rate, pauses, pitch) is consistently effective in maintaining audience engagement and	The speakers' words are generally clear and the volume is appropriate most of the time; some vocal variety is present but may lack consistency. The speakers show good coordination with the slide progression.	The speakers' enunciation is sometimes unclear and the volume may fluctuate; limited vocal variety leads to reduced audience engagement. The speakers show inconsistent coordination with the auto-	The speakers frequently lack clear enunciation and appropriate volume; there is little or no vocal variety, making the presentation difficult to follow. The speakers are poorly synchronized

	<p>emphasizing key points. The speakers are well-synchronized with the automatically timed PowerPoint slides, using them purposefully to support and enhance the message without relying on them excessively; speaker is perfectly synchronized with auto-timed slides to ensure the message is seamless.</p>	<p>using the slides appropriately, though timing or emphasis may occasionally be off.</p>	<p>timed slides, at times rushing, lagging, or reading directly from the screen; shows inconsistent coordination with auto-timed slides, causing the interpreter to rush or lag.</p>	<p>with the slides, appears unprepared, or relies heavily on the PowerPoint instead of delivering confidently.</p>
<p>Physical Delivery (5 pts)</p>	<p>The speakers demonstrate strong composure, confidence, and professionalism; gestures and signs are purposeful and varied, movements are motivated by content, and eye contact is engaging; note cards, if used, are unobtrusive and do not distract from delivery.</p>	<p>The speakers show general composure and confidence; gestures, signs and movements are mostly effective, and eye contact is mostly direct; note cards, if used, are minimally distracting.</p>	<p>The speakers show some nervousness or lack of confidence; gestures, signs and movements are limited or only occasionally motivated by content; eye contact is inconsistent; note cards may be somewhat distracting.</p>	<p>The speakers lack composure and confidence; gestures and movements are absent or inappropriate; eye contact is poor; note cards distract significantly from the delivery.</p>

(Enclosure No. 2 to DepEd Memorandum No. s. 2026)

Score Equivalence				
Points	4	3	2	1
45	45	23	15	11
40	40	20	13	10
35	35	18	12	9
30	30	15	10	8
25	25	13	8	6
20	20	10	7	5
15	15	8	5	4
10	10	5	3	3
5	5	3	2	1





Literary Cup

KEY STAGE	Key Stage 2 (Grade 6) Key Stages 3 and 4 (Grades 7-12)
NO. OF PARTICIPANTS	Three (3) learner-participants per region: <i>one (1) Grade 6 typically-developing learner;</i> <i>one (1) Grades 4 to 10 visually-impaired learner; and</i> <i>one (1) Junior/Senior High School visual artist-learner</i> Three (3) teacher-coaches per region: <i>two (2) for typically-developing learners; and</i> <i>one (1) for visually-impaired learner</i>
TIME ALLOTMENT	300 minutes preparation and production 120 minutes presentation (5 minutes per team)
PERFORMANCE STANDARD	The learner uses speaking skills and strategies appropriately to communicate ideas into varied theme-based tasks (Oral language); uses knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose and meaning (fluency); uses linguistic cues to appropriately construct meaning from a variety of texts for a variety of purposes (reading comprehension); and publishes texts using appropriate text types for a variety of audiences and purposes (reading and composition). In addition, the learner creates visual compositions based on modern concepts of art-making using cartoons/comics, graphic designs and advertisements and diverse masterpieces of new styles responding to global changes and social media, and executes techniques and skills, as well as the proper use of materials, tools, equipment, and facilities in mounting creative works, in reference to the mapped creative industries in their specific communities as defined by relevant laws within the local and global contexts.
21ST CENTURY SKILLS	Communication Skills Learning and Innovation Skills
CREATIVE INDUSTRIES DOMAIN	Publishing and Printed Media Performing Arts Visual Arts Domains
DESCRIPTION	Literary Cup is an NFOT contest that evaluates a team's ability to comprehend an open-ended narrative and generate an original resolution. Learner-participants utilize narrative reconstruction, summarization, and inferencing skills to produce a unified output through a timed oral performance.



TECHNICAL SPECIFICATIONS		
A. MATERIALS, TOOLS, AND EQUIPMENT	<p>To be provided by the learner-participants:</p> <p><i>For visual learner-artists:</i></p> <ul style="list-style-type: none"> • Paintbrushes, and/or sponges • Art Mixing Plate <p><i>For visually-impaired learner:</i></p> <ul style="list-style-type: none"> • Laptop with charger loaded with screen reader, and sound effect and music libraries 	<p>To be provided by the Technical Committee:</p> <ul style="list-style-type: none"> • Timer and flaglets • Strips of papers for drawing of lots • Number identifier • Sound system (<i>for the sound effects and musical background during competition, and orientation and awarding</i>) • Extension cords • Certificates • Pencils • Erasers • Ball Pens • Folders • Calculators • Bond Papers • Holding area, preparation area, and contest area • Signages (<i>e.g., Preparation Area, Holding Area, and Contest Area</i>) • Wall clock (<i>Preparation Area</i>) • Canvas 36 x 48 inches • Acrylic (acri-latex) paint in primary colors: toluidine red, thalo blue, hansa or external yellow, white ($\frac{1}{4}$ liter of each color) • Newspapers / Manila Paper • Painting Easels (1 per team) • Popsicle sticks for mixing paint • Copy of the open-ended (unresolved) narrative text
B. VENUE	<p>Airconditioned/well-ventilated rooms for:</p> <ul style="list-style-type: none"> • Holding Area • Preparation Area • Contest Area 	

CRITERIA FOR JUDGING	Criteria	Percentage
	Narrative Accuracy, Coherence, and Logic <i>(Measures faithfulness to the original characters/ setting. Evaluates the logical flow from the unresolved text to the new ending across text, sound effects and musical background, and the visual canvas.)</i>	25%
	Creativity and Quality of the Constructed Ending <i>(Evaluates originality and emotional impact of the resolution. Includes the "Wow Factor" of the artwork.)</i>	25%
	Visual Arts Synthesis & Artistic Skill <i>(Evaluates technical skill of the artist, how the artwork supports the narrative "showing" what is told, and the use of symbolism/ metaphor.)</i>	20%
	Delivery, Storytelling, and Music and Team Synergy <i>(Measures speech clarity, pacing, and engagement. Assesses how well the visual art, sound effects and musical background and the story are integrated and in-sync during the 5-minute showcase.)</i>	25%
	Overall Impact and Stage Presence <i>(Assesses the team's ability to leave a strong impression and maintain composure.)</i>	5%
	TOTAL	100%
RUBRICS	See attached rubrics.	
MECHANICS		
Pre-Event		
<ol style="list-style-type: none"> Literary Cup is open to all Grades 4 to 12 learners who are officially enrolled in public and private schools. Each region shall register one (1) team composed of two (2) typically-developing learners and one (1) visually-impaired learner who are winners in the Regional Festival of Talents (RFOT) and three (3) teacher-coaches (two (2) for typically-developing learners; and one (1) for visually-impaired learner). Each team shall bring one (1) laptop with a respective charger for the sound effects and musical background. A mandatory technical inspection of all laptops and flash drives shall be conducted a day before the contest. The Technical Committee shall place the inspected laptops in the Preparation Room. Drawing of lots shall be done thirty (30) minutes prior to the contest. The learner-participants shall wear a plain white T-shirt with no prints or designs, paired with <i>maong</i> pants. Accessories, costumes, props, or themed clothing are not allowed. 		

During the Event

6. Each team shall be given a copy (digital and print) of the open-ended (unresolved) narrative text containing **350–400 words**, along with other materials. This copy shall be provided by the Technical Committee.
7. Each team shall have a **300-minute planning and production period (5 hours inclusive of lunch)**, during which the team shall read and analyze the given text, identify the important events and character actions, conceptualize, and produce their collaborative presentation inclusive of:
 - a. a written story ending (*typically-developing learner*);
 - b. a digital copy of the ending (*visually-impaired learner*); and
 - c. a 36 x 48-inch canvas painting depicting the ending (*high school learner-artist*)
8. The teams are strictly prohibited from using dictionaries or any external reference materials, mobile phones and other gadgets except for a laptop to be used for the sound effects and musical background with no internet connectivity.
9. The actual production shall be done by the designated learners in a collaborative manner:
 - a. story retelling (*elementary typically-developing learner*)
 - b. sound effects and musical background (*visually-impaired learner*)
 - c. painting (*high school visual learner-artist*)
10. At the end of the 300 minutes, the Technical Committee shall collect the following:
 - a. copy of the narrative text;
 - b. written story ending;
 - c. painted story ending in canvass and easel; and
 - d. all notes from the team.
11. The painting shall be displayed on stage during the delivery of the story ending.
12. Before stepping onto the stage, each team shall be called by the Technical Committee according to the official order of presentation. Once called, the team shall immediately proceed to the Contest Room.
13. Each team has **five (5) minutes** to retell the story and present their original ending with sound effects and musical background. The retelling shall accurately follow the events in the provided text and shall be delivered in the contestant's own words (non-verbatim), and without deviating from the established plot.
14. The elementary typically-developing learner shall retell the whole story without holding any written material, copies of the narrative text, cue cards, or notes. All performance contents shall come from comprehension and recall.
15. The junior high school visual artist-learner shall use the painting to visually support the narration while the elementary visually-impaired learner shall be in-charge of the sound effects and musical background using a laptop.
16. For time signals, the Technical Committee shall use flaglets:
 - a. **green flag** to signal the start of the presentation;
 - b. **yellow flag** to indicate that only 2 minutes remain; and
 - c. **red flag** to signal that time is up.

After the Event

17. Upon completion of the performance, the team shall exit the stage and proceed directly to the designated holding area. Technical Committee shall escort them off the stage.
18. Results shall be announced during the awarding ceremony.



Additional Notes:

Accommodations for visually-impaired learners before, during, and after the contest:

- *Allow or provide a guide.*
- *Provide clear verbal instructions.*
- *To support equitable participation, visually-impaired learners shall be provided an additional 10-15 minutes of technical preparation time before the delivery of Literary Cup (see adjusted time allotment for planning and production in No. 7 provision).*
- *Provide accessible digital copies of contest guidelines, instructions, and time cues.*
- *Use auditory signals for time management (e.g., bells, audible countdown cues).*
- *Permit headset or earphones before, during, and after the performance.*
- *Permit assistive technology (e.g., laptop with screen reader for preparing sound effects and musical backgrounds, etc).*

Context for providing Reasonable Accommodations:

RA 11650 section 4 (q), reasonable accommodations refer to the necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure learners with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms including their right to quality education.

ADVOCACY PITCH AND LITERARY CUP

STEERING COMMITTEE

ANSELMO R. ALUDINO

Schools Division Superintendent

ARNEL S. BANDIOLA

Assistant Schools Division Superintendent

PROGRAM MANAGERS

JOYCELYN P. PERDIDO

Education Program Supervisor – English

MARILOU B. SALES

Chief Education Supervisor

Committees/Roles	Persons Involved
Event Administrator – Advocacy Pitch	Jenelyn B. Asuncion
Event Administrator – Literary Cup	Lorelyee F. Batucal
Facilitator – Advocacy Pitch Facilitator – Literary Cup	Gillian Karl B. Sinang Lerma G. Matias
Judges	Eldefonso B. Natividad, Jr. Mark Louie P. Duldulao Rhaian A. Gamet
Host School/Accommodation	Ditas G. Domingo and CBNHS- Poblacion English Teachers
Attendance/Documentation	Edzencion T. Pacis
Division Focal Person	Joycelyn P. Perdido