



Board/Authority Authorized Course – Event Planning 11

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District #33
Developed by: Kendall James-McKnight	Date Developed: November 1 st , 2022
School Name: G.W. Graham Secondary School	Principal's Name: Chuck Lawson
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Event Planning	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120 Hours- One Semester

Board/Authority Prerequisite(s):

- Students enrolling in the course must be willing, ready, and available to engage in events and event coordination outside of class time.
- Accounting 11 (recommended not required)

Special Training, Facilities or Equipment Required:

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| <ul style="list-style-type: none"> ○ Regular Access to Laptops/Computers. ○ Microsoft Word/Excel/PowerPoint | <ul style="list-style-type: none"> ○ Canva (Digital Advertising Tool) ○ Teacher with previous experience teaching business courses would be an asset. |
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Course Synopsis:

Event Planning 11 will teach students employable skills that can be carried beyond high school and into the employment field of their choice. Students will learn about managing finances, as well as, organizing, planning, and advertising events. Students will take this knowledge and apply it while planning, organizing, and managing both a small-scale and large-scale event within the course.

Goals and Rationale:

Event Planning is a growing industry in Canada that is expected to grow by 18% between 2021-2031 and is estimated to have grossed 2.2 billion dollars in revenue in 2022. but, beyond that event planning is embedded into individual's lives. For most of us, we are constantly planning events, whether that be birthday parties, holidays, graduation parties, weddings, and many other life celebrations. Event planning 11 will prepare students for planning events both in their personal and professional lives. Students will be able to plan events, manage event budgets, and efficiently execute and oversee their planned events.

This course will seek to teach students employable skills such as:

- Communication Skills
- Organization Skills
- Financial Literacy Skills
- Professional Presentation Skills
- Management/Leadership Skills
- Collaboration/Teamwork Skills

Aboriginal Worldviews and Perspectives:

First Peoples Principle of Learning: Learning involves patience and time.

Classroom Application (Retrieved from Jo Chrona's FPPL Blog):

- "Ensuring that learning is about understanding concepts and the application of knowledge, rather than only memorization of information" (Chrona, 2014).
- "Allowing for time to develop relationships and to revisit prior learning to help build new knowledge" (Chrona, 2014).
- "Revisiting concepts multiple times, providing learners with opportunities to deepen their knowledge by layering their understanding" (Chrona, 2014).

First Peoples Principle of Learning: Learning involves recognizing the consequences of one's actions.

Classroom Application (Retrieved from Jo Chrona's FPPLBlog):

- "Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, in how they learn, and in how they represent what they have learned. How this looks will depend on the age and skill sets of the learner" (Chrona, 2014)
- "Helping learners become aware of the natural consequences (to themselves and others) of their actions. This might include letting learners make mistakes and then helping them to learn from those mistakes (as long as those mistakes do not cause harm to themselves or others)" (Chrona, 2014)
- "Focusing on reflective and critical thinking to help learners understand the natural consequences of their actions (as opposed to punitive consequences)" (Chrona, 2014).

First Peoples Principle of Learning: Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.

Classroom Application (Retrieved from Jo Chrona's FPPLBlog):

- Critically examining what is/has been considered important to teach and learn and why it is/has been considered important (i.e. asking what, or whose agenda, it serves, and whose knowledge is valued or devalued).
- Critically examining what is being learned in terms of how it affects self, family, community and the land.
- Connecting learning to the broader community. The classroom should extend beyond the walls of the classroom and school, and should also be connected to both “place” and the land. In addition, bringing in community members reinforces the links between school and the rest of the learners’ lives.
- Ensuring that there are multiple access points in learning to enable all students to engage from where they are.
- Ensuring that learners have various ways to represent what they learn.
- Making explicit connections to the social responsibility aspect of learning.
- Beginning with looking at local contexts when examining topics or subject material, and then move outward.
- Engaging as much as possible with parents and extended family.

BIG IDEAS

<p>Successful event planning involves teamwork, communication, leadership, and collaboration.</p>	<p>Accurate, effective, and efficient financial practices are essential for creating profitable events.</p>	<p>Understanding the target audience is important for successful event planning and marketing.</p>	<p>Clear, concise, and professional communication is vital for developing and maintaining good working relationships.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> -Participate in creating, organizing, and carrying out a small-scale event. -Participating in creating, organizing, and carrying out a large-scale event. -Create a budget for a small-scale and large-scale event. -Accurately record and track expenses for an event using Microsoft Excel. -Create multiple means of advertising for an event. -Actively participate in managing and coordinating an event. -Creating and presenting project plans. -Organizing and delegating event duties. -Creating and presenting an event proposal, budget proposal, and a marketing plan proposal. -Manage human resources for events. -Create a post-event summary. -Collaborate on creating an event proposal based on a client’s vision. -Research target audience, conduct market research and implement knowledge gained into the event planning process. -Create job descriptions for event staff (paid and volunteer). -Create and present a meaningful land acknowledgement. -Create events that are culturally appropriate. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> -Budgeting -Foundational Accounting Knowledge/Skills/Terminology -Business Financial Calculations -Professional Communication Skills -Tracking expenses using digital tools (Microsoft Excel) -How to implement effective advertising/marketing for an event -How to develop effective Professional Marketing Tools -How to create and present professional Event Proposals, Budget Proposals, and Marketing Plans. -Professional Presentation Skills -How to create an event that meets the needs of the consumer. -Coordination and facilitation skills for small- and large-scale events. -Market research skills -How to identify what jobs are needed for events and create job descriptions for event staff. -How to identify and market event to target audience. -Career opportunities in event planning. -Knowledge of local licensing laws and regulations. -Licensing Process and Agreements -Contracts (specific to event planning) -Steps of event planning/event planning process -Learning how to create and present meaningful land acknowledgements -Learning the importance of place and honoring the land we hold events on. -Involvement of Indigenous Community Leaders on honoring place in events. -Understanding the difference between Cultural Appropriation and Culture Appropriate Décor for Events.

Big Ideas – Elaborations

Financial Practices: financial practices for this course will include recording financial transactions, budgeting, properly determining and calculating total cost, break even units, cost per unit, and best-case scenario profit, along with profit margins per unit. Financial practices are practices that involve managing business finances.

Target Audience: the specific group of consumers most likely to attend your event and therefore the group of people you should make advertising and broader event decisions to appeal to. Target audience may be identified by income, age, income, location, interests, hobbies, and various other factors.

Curricular Competencies – Elaborations

Small-Scale Event: the small-scale event will be an event with a short duration that requires less planning and typically has a low budget. Small-scale events could include food fundraisers at lunch, holiday themed events (pumpkin carving, holiday cookie decorating competition) or other events of similar size and duration.

Large-Scale Event: the large-scale event will be an event with a long duration that requires lots of planning, collaboration, and human resources. Large-scale events will vary from semester to semester and will be dependent on the needs of the school. Large scale events could include arranging a post-secondary school fair, graduation event, afterschool fundraiser, parent teacher night, or other events of similar size and planning need.

Multiple Means of Advertising: creating multiple ways to advertise an event depending on the event need. This could include creating flyers, websites, handouts, business cards, and other forms of advertising.

Post Event Summary: After the conclusion of the event, students will create an event summary package that includes final financial statements, attendance summary, guest feedback and a self-reflection noting things that went well and what should be adjusted/alterd for the next event.

Content – Elaborations

Budgeting: personal and professional organizing and tracking of finances.

Foundational Accounting Knowledge/Skills/Terminology:

Knowledge: Basic understanding of when to use debit/credit in accounting and how to record transactions.

Skills: preparing a General Journal, preparing a General Ledger, preparing an Income Statement.

Terminology: Accounts Receivable, Accounts Payable, Debit, Credit

Content – Elaborations

Business Financial Calculations: How to calculate price per unit, total cost, profit margins, break even unit number, and best-case scenario profit.

Professional Communication Skills: Professional email writing and responding, phone etiquette, how to request a quote and other professional forms of communication that may occur throughout the event planning process.

Professional Marketing Tools: Websites, Flyers, Business Cards, Brochures, Handouts, and many other forms of marketing.

Event Proposals: A detailed plan/presentation on the vision for the event (venue, size, décor, food selections (if applicable), how many volunteers or staff is needed, and any additional information and/or ideas they have for the event)

Marketing Plans: A detailed plan/presentation on how they intend to market the event. This will include samples of the different advertising methods/tools they plan on utilizing, as well as how they intend on maximizing the success of the advertising campaign for the event.

Budget Proposals: A detailed plan/presentation on how they plan on distributing funding and how much money they estimate the event costing in total. The plan will be presented to the main authority on the event (typically classroom teacher, though could potentially involve admin) for final approval.

Professional Presentation Skills: Students will be taught how to present information in a professional way (language, attire, organization, tools to utilize, etc..).

Target Audience: the specific group of consumers most likely to attend your event and therefore the group of people you should make advertising and broader event decisions to appeal to. Target audience may be identified by income, age, income, location, interests, hobbies, and various other factors and identifiers.

Local Licensing Laws and Regulations: Chilliwack and broader B.C. laws and regulations surrounding events. Students will learn about licensing laws and when they are required to obtain licensing for events and/or fundraisers. Students will also learn about the regulations that surround events and licensing that they must uphold when holding an event.

Licensing Process and Agreements: The process of obtaining licensing along with the agreement that they must uphold by obtaining a license.

Contracts: Student will learn about contracts that they may encounter in event planning (focusing heavily on vendor/catering contracts). Students will learn about information that should be included and stated in contracts as well as the importance of having contracts with parties involved in the event they are planning. Learning about contracts will prove beneficial for students wanting to throw events including caterers, photographers, servers, and other roles that are obtained through external means.

Recommended Instructional Components:

- Direct Instruction (Teacher-Directed)
- Indirect Instruction (Student-Directed)
- Modelling
- Collaboration
- Cooperative Group Work
- Experiential Learning
- Case Study

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Teacher-developed rubrics and assessments
- Self-assessments
- Learning logs
- Student projects and learning opportunities
- Teacher log
- Journaling
- Self-evaluation (including student-create rubrics)
- Presentations
- Reflective Writing

Learning Resources:

Book: [Event Planning and Management: Principle, Planning and Practice](#) -Second Edition (Ruth Dowson and David Bassett).

Book: [Professional Event Coordination](#) – (Julia Rutherford Silvers)

Event Planning Proposal Guide:

<https://eventplanning.com/how-to-write-an-event-planning-proposal/>

Budget Proposal Guide and Template:

<https://asana.com/resources/budget-proposal-template>

Budget Proposal:

<https://proposalsforngos.com/how-to-develop-a-project-budget/>

Marketing Plan:

<https://venngage.com/blog/marketing-plan/>

Event Planning Guide:

<https://www.wildapricot.com/blog/how-to-plan-an-event#1-develop-your-event-goal-and-objectives>

Event Planning Checklist:

<https://www.wildapricot.com/blog/event-planning-checklist#what-are-the-10-steps-to-plan-an-event>

Example of BC License Application:

<https://www2.gov.bc.ca/gov/content/sports-culture/gambling-fundraising/gambling-licence-fundraising>

Special Events Permit: Terms and Conditions (example of guidelines that event planner must ensure are upheld)

<https://www2.gov.bc.ca/assets/gov/employment-business-and-economic-development/business-management/liquor-regulation-licensing/guides-and-manuals/guide-sep.pdf>

Multimedia Resources (Canva, Microsoft Excel, PowerPoint, Word, WIX Website Creator)

Additional Information:

References:

Chrona, Jo. First People's Principles of Learning, Word Press. Retrieved from: <https://firstpeoplesprinciplesoflearning.wordpress.com/>