

### LESSON PLAN TEMPLATE

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| <b>Lesson Title</b>            | Cultural Critics: Composing Critical Reviews and Social Narratives                                                                                                          |
| <b>Learning Area/s</b>         | Effective Communication                                                                                                                                                     |
| <b>Name of Teacher/s</b>       | Richard Raqueno                                                                                                                                                             |
| <b>Grade Level and Section</b> | Grade 11-Tambayan                                                                                                                                                           |
| <b>No. of Sessions</b>         | 2 Sessions                                                                                                                                                                  |
| <b>References</b>              | Lesson Exemplar (LE), Learning Activity Sheets (LAS)                                                                                                                        |
| <b>Declaration of AI use</b>   | This lesson plan was co-created using Gemini AI to assist with unpacking competencies into a 2-session learning design, structuring activities, and assessment formulation. |

#### Intentions.

Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson – keep it clear and simple.

#### Learning Competency and Curriculum Standards:

##### Learning Competency:

- Compose critical reviews of culturally significant texts (e.g., films, short stories, poetry, television series).
- Construct coherent arguments or narratives that reflect understanding of social responsibility, diversity, and shared values.

##### Content Standards:

The learners demonstrate effective communication in personal, interpersonal, social, and cultural contexts through spoken, written, and multimodal forms; they understand that interaction patterns are adaptive, collaborative, and reflective of social roles, group norms, and cultural diversity; and that trust-building, emotional reciprocity, contextual understanding, openness, intercultural sensitivity, inclusive language, and ethical considerations foster meaningful relationships and respectful engagement with diverse communities in both physical and digital spaces.

##### Performance Standards:

The learners are able to perform specific roles in controlled and uncontrolled personal, interpersonal, social, and cultural communication events; engage in intrapersonal communication, including goal-setting, reflection, and journaling; participate in extended conversations and

|                                                                                                                                                                                                                                                                                                     | discussions on a variety of personal, interpersonal, social, and cultural topics; provide short and extended responses to questions pertaining to the content and intent of conversations and correspondences; produce short and extended personal and interpersonal correspondence in formats such as letters, email, texting and messaging, and social media posts; participate in communicative events involving diverse social and cultural groups with sensitivity to cultural norms and social practices; and produce spoken, written, and multimodal texts such as public service announcements, opinion pieces, cultural narratives, community blog posts, and reflective commentaries that promote inclusive and ethical social communication. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                                                                                                                                                                                                                                                                                     | Session 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Session 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Learning Objectives:</b>                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Identify underlying attitudes, assumptions, and perspectives in culturally significant texts and media broadcasts.</li> <li>Extract main points and social messages from spoken and multimodal texts to prepare for a critical review.</li> <li>Analyze the role of social responsibility and shared values in cultural narratives.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Compose a well-structured critical review of a selected culturally significant text using appropriate language and tone.</li> <li>Construct a coherent argument or narrative that promotes diversity, social responsibility, and shared values.</li> <li>Review personal participation in communication to identify strengths in promoting inclusive discourse.</li> </ul>                                                                                                                                                                           |
| <b>Learner Context:</b>                                                                                                                                                                                                                                                                             | Learners in Grade 11-Tambayan demonstrate a strong interest in digital media and contemporary social issues. They are particularly responsive to visual storytelling and local narratives. While the group shows high engagement in peer discussions, some learners require specific accommodations, such as printed transcripts for auditory materials, and others experience barriers when analyzing abstract social concepts without concrete examples.                                                                                                                                                                                                                                                                                              | The students have shown a growing ability to identify themes but find it challenging to structure formal arguments. They thrive when provided with clear templates or 'Convo Frames.' Interest in social media advocacy is high among the learners. A persistent barrier is the tendency to use overly casual language in formal critiques, which requires guided practice in tone shifting.                                                                                                                                                                                                |
| <b>Learning Experience.</b><br>A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Pre-Lesson:</b>                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li><b>Anticipation Guide:</b> Students are presented with a series of statements regarding social responsibility and media influence. They mark whether they agree or disagree in a 'BEFORE' column to activate prior knowledge about cultural perspectives.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li><b>Flash Recap:</b> A 5-minute active retrieval activity where students match 'Cohesive Devices' with their functions (e.g., 'However' for contrast) based on the previous session's analysis.</li> </ul>                                                                                                                                                                                                                                                                                                                                            |
| <b>Flow:</b>                                                                                                                                                                                                                                                                                        | The session begins with <b>Active Retrieval</b> where students recall types of cultural texts they consume daily. The teacher then presents a video clip of a culturally significant speech (e.g., Yeb Sano on climate change). <b>Scaffolding</b> is provided through a 'Perspective, Attitude, and Assumptions' chart that groups fill out collaboratively, promoting <b>Social Learning</b> . To ensure <b>Inclusion</b> , students requiring accommodations use a 'Visual Note-taker' while others engage in a 'Fish Bowl' discussion to debate the speaker's intent. The teacher                                                                                                                                                                   | The teacher introduces the 'Critical Review Framework' to provide <b>Scaffolding</b> for the writing process. Students engage in <b>Social Learning</b> by drafting a collaborative critical review of a shared text in small groups. Each group is assigned a specific 'Value Focus' (e.g., Diversity or Social Responsibility). To promote <b>Inclusion</b> , roles are tiered: researchers, synthesizers, and lead writers. A 'Gallery Walk' follows, allowing groups to provide feedback on each other's arguments using <b>Politeness Markers</b> . The teacher provides <b>Checks</b> |

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|                                                                                                                                                                                                                            | performs regular <b>Checks for Understanding</b> by circulating during group work and asking students to identify the 'Tone' versus the 'Message.'                                                                                                                                                                      | <b>for Understanding</b> through 'Convo Frames' that help students rephrase casual opinions into formal critical arguments.                                                                                                                                                                                                           |
| <b>Learning Resources:</b>                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Laptop/Projector</li> <li>• Smart TV</li> <li>• Video Clip: UN Cop19 Speech (Yeb Sano)</li> <li>• Video Analysis Template</li> <li>• Graphic Organizer: Perspective Chart</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>• Laptop/Projector</li> <li>• Review Rubric</li> <li>• Convo Frames (Sentence Starters)</li> <li>• Text: 'The Bench by the Mango Tree' (Reference Material)</li> </ul>                                                                                                                         |
| <b>Opportunities for integration:</b>                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• <b>Values Education:</b> Discussion on empathy and social responsibility.</li> <li>• <b>Media and Information Literacy:</b> Evaluating the credibility and perspective of media broadcasts.</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>• <b>Creative Writing:</b> Developing narratives with structured plot and theme.</li> <li>• <b>Social Sciences:</b> Application of social responsibility concepts in community contexts.</li> </ul>                                                                                            |
| <b>Assessment.</b><br>Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction throughout the entire session. |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                       |
| <b>Formative Assessment:</b>                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• <b>Stop and Think:</b> A quick-write activity where students explain how the speaker's attitude influenced their perception of the social issue.</li> <li>• <b>Perspective Exit Ticket:</b> Students must list one assumption the author made about their audience.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Peer Review Checklist:</b> Students evaluate a peer's draft specifically for the use of inclusive language and coherent transitions.</li> <li>• <b>Advocacy Pitch:</b> A 60-second verbal summary of the argument they constructed, focusing on how it promotes shared values.</li> </ul> |
| <b>Ways Forward.</b><br>Meaningful learning can also happen beyond the classroom – for both the learners and the teacher. Pause and reflect on what happened today.                                                        |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                       |
| <b>Extended learning opportunities:</b>                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Students are asked to find a short story or poem from their own local community and identify one culturally significant value highlighted in the text for the next session.</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>• <b>Digital Advocacy:</b> Students are encouraged to transform their critical review into a social media 'Advocacy Post' using privacy protection strategies discussed in earlier units.</li> </ul>                                                                                           |
| <b>Reflections:</b>                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Did the students accurately identify the difference between tone and perspective?</li> <li>• Which group activities fostered the most inclusive participation for students with diverse needs?</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>• How effectively did the students transition from analysis to composition?</li> <li>• Were the cohesive devices used appropriately to ensure the flow of the argument?</li> </ul>                                                                                                             |