

LESSON PLAN TEMPLATE

Lesson Title	Values and Structures: Exploring the Filipino Identity through Literary Analysis
Learning Area/s	English
Name of Teacher/s	DEPED TAMBAYAN PH (Visit www.depedtambayanph.net for more downloads.)
Grade Level and Section	Grade 7
No. of Sessions	4 Sessions
References	None specified
Declaration of AI use	This lesson plan was co-created using Gemini AI to assist with unpacking competencies into a 4-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: - Analyze literary texts as expressions of individual or communal values within Structural context: - Point of view and narrative techniques - Organic unity Content Standards: The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (poetry and prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect local and national identity. Performance Standards: The learners analyze the style, form, and features of Philippine poetry (lyric, narrative, dramatic) and prose (short story and novel); evaluate poetry and prose for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (poem and short story) that represents their meaning, purpose, and target audience, and reflects their local and national identity.			
	Session 1	Session 2	Session 3	Session 4

Learning Objectives:	● Identify the point of view (POV) used in a Philippine short story. ● Explain how the chosen point of view highlights specific individual or communal Filipino values. ● Differentiate between first-person and third-person perspectives in narrative storytelling.	● Identify narrative techniques such as flashback and foreshadowing in a selected Philippine prose text. ● Analyze how these techniques emphasize the development of communal values. ● Sequence events in a non-linear narrative to understand the story's structural impact.	● Define 'Organic Unity' in the context of a literary work. ● Examine how setting, character, and plot work together to express a unified Filipino value. ● Evaluate if a literary text achieves a sense of wholeness through its structural elements.	● Synthesize POV, narrative techniques, and organic unity to analyze a Philippine literary text. ● Draft a short analysis reflecting on how the text expresses individual or communal national identity. ● Critique a peer's analysis based on the presence of structural evidence.
Learner Context:	Learners show high engagement with visual storytelling but struggle with abstract literary terms. While some can identify the 'speaker' in a story, many confuse the narrator with the author. Most learners perform better when examples are rooted in local community settings or familiar family dynamics. A barrier for some is the technical vocabulary of literary criticism,	Learners are generally enthusiastic about 'kwento' (storytelling) but often get confused by non-linear plots. They respond well to hands-on sequencing activities. A strength is their ability to relate story themes to their own lives, though some struggle with the English terminology for 'foreshadowing'. Visual learners benefit from timeline diagrams.	Learners are beginning to see stories as 'built' things rather than just events. They enjoy 'puzzle' activities. However, the concept of 'Organic Unity' is highly abstract for Grade 7. Visual representations (like a tree or a bahay kubo) where every part matters are essential for their understanding. Barriers include limited vocabulary to describe the relationship between elements.	Learners are ready for synthesis but may feel overwhelmed by writing a full analysis. They thrive when given sentence starters and clear rubrics. Their strength lies in their strong sense of national pride and local identity, which makes the 'values' part of the analysis very intuitive. The main barrier is organizing these thoughts into a coherent written critique.

	requiring simplified definitions and visual scaffolds.			
Learning Experience. 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.				
Pre-Lesson:	● Visual Prompt: Display two photos of a local fiesta: one taken as a 'selfie' (participant view) and one taken from a drone/balcony (observer view). ● Quick Talk: Learners discuss which photo feels more personal and why.	● Think-Pair-Share: 'Have you ever watched a movie that starts at the end? How did that make you feel?' ● Vocabulary Preview: Match the terms 'Flashback' and 'Foreshadowing' to local synonyms or visual icons.	● The 'Broken Machine' Game: Show a picture of a bicycle missing a chain. Ask: 'Can it still be a bicycle? Why is every part important?' ● Connection : Relate this to how a story needs all its 'parts' to work.	● Quick Review: A 'Jeopardy' style game covering POV, Flashback, Foreshadowing, and Organic Unity.
Flow:	● Introduction: Define Point of View (POV) using the 'Lens' analogy. Use a short excerpt from 'The Centipede' by Rony V. Diaz. ● Scaffolding : Use a POV	● Direct Instruction: Explain Flashback and Foreshadowing as 'Time Travel' and 'Clues'. Use a local story like 'How My Brother Leon Brought Home a	● Concept Building: Introduce 'Organic Unity' using the 'Bahay Kubo' analogy (Foundation =Setting, Posts=Characters, Roof=Plot). All must hold up the	● Modeling: The teacher demonstrates a 'Think-Aloud' while analyzing a short poem or fable, pointing out structural clues. ● Active Retrieval: 'Literary

	Identification Chart where learners look for pronouns (I, me vs. he, she, they). ● Active Retrieval: A 'POV Switch' activity where learners rewrite a single sentence from a local legend from another character's perspective. ● Social Learning: In pairs, students identify if the narrator's perspective reflects a personal struggle (individual value) or a family obligation (communal value). ● Check for Understanding: 'Thumbs up/down' session on identifying POV from various short clips.	Wife'. ● Scaffolding : Provide a 'Story Timeline' worksheet where learners plot events and mark where 'time jumps' occur. ● Checks for Understanding: Use a 'Signal Card' (Green for Flashback, Yellow for Foreshadowing) as the teacher reads short lines. ● Active Retrieval: Groups identify a 'clue' (foreshadowing) in the story that hints at a character's true values (e.g., hospitality or patience). ● Social Learning: Group brainstorming on why the author chose to use a flashback instead of a straight timeline.	'Theme/Value'. ● Scaffolding : 'Unity Web' activity—drawing lines between a character's trait and the setting they live in. ● Checks for Understanding: 'What if scenarios: 'What if we changed the setting of this story from a rural village to a big city? Would the value of Bayanihan still look the same?' ● Social Learning: Collaborative mural: Each group takes one element (Setting, Character, Plot) and explains how it contributes to the 'Whole' message of the story provided.	Detective' activity: In small groups, learners are given a 'case file' (a short story) and must find evidence of POV, techniques, and unity. ● Scaffolding : Provide a 'Writing Frame' with sentence starters: 'The author uses a ____ POV to show...', 'The use of flashback reveals...', 'The story achieves unity by...'. ● Social Learning: 'Gallery Walk' where groups post their 'case files' and others leave 'sticky note' feedback. ● Check for Understanding: Final synthesis discussion: 'How does the structure of this story make us feel more connected to our
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				Filipino values?'
Learning Resources:	• Laptop and Projector • PowerPoint Presentation with local literary excerpts • Printed POV Identification Worksheets • Chalkboard for keyword mapping	• Projector/Smart TV • Audio recording of a local short story • Story Timeline Activity Sheets • Colored Signal Cards	• Large Chart Paper and Markers • 'Bahay Kubo' Unity Diagram • Excerpts from 'Footnote to Youth' by Jose Garcia Villa • Whiteboard	• 'Case File' Worksheets (Short stories) • Sentence Starter Strips • Sticky Notes • Rubric for Literary Analysis
Opportunities for integration:	• Values Education: Discussion on empathy and understanding different perspectives in conflict resolution. • Social Studies: Contextualizing the setting of the story within Philippine history.	• History: Discussing how oral traditions in the Philippines use non-linear storytelling. • Arts: Creating a visual storyboard representing the sequence of events.	• T.L.E. (Carpentry/Home Economics): The concept of structural integrity in building or cooking (every ingredient/p art matters).	• MAPEH (Music/Arts): Comparing the 'structure' of a story to the 'structure' of a song or a painting.
Assessment. 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.				
Formative Assessment:	• Exit Ticket: Write down the POV of the assigned text and one Filipino	• Graphic Organizer: Learners complete a 'Cause and Effect' map showing	• Short Paragraph: Learners write 3-5 sentences explaining how the	• Summative Synthesis Sheet: A one-page analysis where learners

	value (e.g., 'Paggalang') that is revealed through that specific perspective.	how a foreshadowed event eventually revealed a character's value.	setting of the story helped them understand the main character's decisions.	identify the structural elements of a chosen text and explain the communal value it represents.
Ways Forward. Meaningful learning can also happen beyond the classroom – for both the learners and the teacher. Pause and reflect on what happened today.				
Extended learning opportunities:	Interview a family member about a childhood memory and write a 3-sentence summary in the first-person POV.	Watch a local TV commercial or short film and list any 'clues' that hint at the ending.	Draw a 'Story Tree' where the roots are the setting, the trunk is the plot, and the leaves are the values produced.	Encourage students to post a 'Mini-Review' of the story on a simulated social media classroom board, focusing on one structural element.
Reflections:	- Did the visual 'Lens' analogy help the learners distinguish between 1st and 3rd person POV? - Which learners required more one-on-one scaffolding during the writing activity?	- How effective was the timeline activity in clearing up confusion about non-linear plots? - Are the learners able to link technical techniques to the 'meaning' of the story?	- Did the 'Bahay Kubo' analogy resonate with the students? - Are learners able to move beyond just summarizing the plot to seeing the 'unity' of the text?	- Were the writing frames sufficient for the struggling writers? - Did the 'Literary Detective' theme increase engagement compared to standard reading tasks?