

LESSON PLAN TEMPLATE

Lesson Title	Vibrant Asian Arts and the Foundations of Healthy Sexuality
Learning Area/s	MAPEH
Name of Teacher/s	DEPED TAMBAYAN PH (Visit www.depedtambayanph.net for more downloads.)
Grade Level and Section	Grade 8
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: • Music and Arts: Explore the emerging popular performing and visual arts in selected Asian countries. • Physical Education and Health: Explain the importance of values in building a healthy and positive sexuality and preventing gender - based issues. Content Standards: N/A Performance Standards: N/A			
	Session 1	Session 2	Session 3	Session 4
Learning Objectives:	1. Identify emerging popular performing and visual arts in East Asian countries like South Korea and	1. Define the concept of sexuality and its various dimensions. 2. Explain how	1. Critique the portrayal of gender and relationships in popular Asian media (performing and visual arts).	1. Create a conceptual plan for a performance or visual art piece that promotes healthy sexuality and

	Japan. 2. Analyze the visual elements and musical characteristics of contemporary Asian media (K-pop, Anime, and Digital Art).	personal and family values influence the development of a healthy and positive sexuality.	2. Discuss how media influence can promote or hinder the prevention of gender-based issues.	prevents gender-based issues. 2. Justify the artistic choices based on the values discussed in previous sessions.
Learner Context:	Learners show high engagement when discussing K-pop and Anime, reflecting a strong interest in East Asian pop culture. While they are visually oriented, some students struggle with identifying technical art and music terminology. There is a notable gap between those with internet access at home and those who rely solely on school resources.	Learners are generally curious about health topics but often display shyness or use humor to mask discomfort when discussing sexuality. They respond well to structured, safe-space discussions. Some learners come from conservative backgrounds, requiring a sensitive approach to diverse family values.	Learners are frequent consumers of digital media (TikTok, Webtoons) and are starting to notice social stereotypes. They have a growing capacity for critical thinking but need guidance to articulate complex ideas about gender and equality. A few learners tend to dominate discussions, while others remain passive.	The class enjoys hands-on projects and collaborative work. However, some students lack confidence in their technical artistic skills (drawing/singing), necessitating a variety of options for expression. Time management is often a challenge during group activities.
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:	1. Visual 'Spot the Difference': Comparing traditional Asian art with modern digital illustrations. 2. Audio Snippets: Guessing the country of origin based on modern pop song clips.	1. 'Values Shield' activity: Students write four words that represent what their family values most (e.g., respect, honesty). 2. Introductory 'True or False' regarding common myths about	1. 'Media Gallery Walk': Viewing printed posters of various Asian dramas/movies and noting how men and women are depicted. 2. Quick survey: 'Does media show real life?'	1. 'Artist's Manifesto': A 2-minute brainstorming session on what message they want to send to their peers about respect and equality. 2. Grouping based

		sexuality.		on interest (Visual Arts vs. Performing Arts).
Flow:	1. Scaffolding: Briefly review traditional Asian motifs to provide a baseline for comparison with 'emerging' styles. 2. Active Retrieval: Ask students to name their favorite Asian artists or shows and list three things that make their style unique. 3. Social Learning: Group analysis of a K-pop music video focusing on costume design (Visual Arts) and choreography (Performing Arts). 4. Check for Understanding: 'Pause and Post' activity where students write one modern element they observed on the board.	1. Scaffolding: Defining sexuality beyond the physical aspect, incorporating emotional and social dimensions. 2. Check for Understanding: 'Think-Pair-Share' on how the values written on their 'Shields' affect their daily choices. 3. Social Learning: Small group discussions on scenarios where 'Respect' and 'Responsibility' are applied in friendships. 4. Active Retrieval: Reviewing the components of a 'Healthy Self' from previous grade levels.	1. Scaffolding: Introduce the concept of 'Gender Stereotypes' vs. 'Gender Equality' using visual examples from Asian media. 2. Social Learning: 'Fishbowl Discussion' where a small group analyzes a specific clip/image while the rest observe and then provide feedback. 3. Check for Understanding: Students identify one 'positive' and one 'negative' gender portrayal they have seen in their favorite shows. 4. Active Retrieval: Relate the 'Values' from Session 2 to the media critiques being made.	1. Scaffolding: Provide a template for an 'Advocacy Art Plan' (Title, Message, Medium, Values Incorporated). 2. Social Learning: Collaborative 'Creative Pitch' where groups design a poster or a short skit script. 3. Check for Understanding: 'Gallery Pitch'—each group presents their draft plan to another group for 'Critical Friends' feedback. 4. Active Retrieval: Final check on how their art plan explicitly addresses 'gender-based issues' or 'positive sexuality'.
Learning Resources:	• Laptop/Projector • YouTube clips of K-pop and Anime • Printed Visual Art Samples • Chalkboard	• PowerPoint Presentation • Activity Sheets • Whiteboard	• Printed Media Posters • Smart TV/Projector • Worksheets	• Art materials (Paper, markers) • Activity Rubrics • Laptop for background music
Opportunities for	Social Studies (Globalization of Asian Culture) and	Values Education (EsP) regarding family foundations	English (Critical Literacy and Media Analysis) and	Arts (Principles of Design) and Health (Advocacy and

integration:	ICT (Digital Arts and Illustration).	and respect for self/others.	Social Studies (Gender and Society).	Health Promotion).
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:	A 'Modern vs. Traditional' Venn Diagram where students categorize elements of a selected Asian performing art piece.	A 'Decision Tree' worksheet where students map out a decision related to a social scenario and identify the value that guided their choice.	'Media Critic' Worksheet: Students analyze a chosen Asian art form and write a 3-sentence explanation of its impact on gender perception.	Peer-and-Self-Assessment Rubric focused on the alignment of the artistic message with the health values discussed.
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:	Students will look for one 'emerging' art form in a Southeast Asian country (e.g., Thai Lakorn) and bring a picture for the next session.	Interview a family member about the values they believe are most important for maintaining healthy relationships.	Search for a song or an artist that promotes 'Empowerment' or 'Gender Respect' and note the lyrics.	Finalize the draft into a digital or physical output for a school-wide 'Healthy Asian Arts' exhibit or social media post (with parental consent).
Reflections:	Reflect on whether the use of pop culture successfully bridged the gap for learners who previously found 'Music and Arts' topics too abstract.	Evaluate the classroom atmosphere: Did the students feel safe enough to participate? Were the scenario examples relatable to their current social lives?	Assess if the integration of Health and Arts helped students see the real-world application of their critical thinking skills.	Reflect on the students' ability to synthesize two different subjects. Did the 'Creative Pitch' format help those who were less confident in their artistic abilities?