LESSON PLAN TEMPLATE

Lesson Title	Unveiling Truths: Analyzing the Structure and Features of Documentaries and Vlogs
Learning Area/s	English
Name of Teacher/s	DEPED TAMBAYAN PH (Visit www.depedtambayanph.net)
Grade Level and Section	Grade 10
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:** • Examine text structures for clarity of meaning and purpose, specifically Journalistic texts: Documentaries and vlogs. • Examine linguistic features as tools to achieve organizational efficiency in informational texts: Diction and style, Transition devices, and Sentence structure and function. • Examine how visual elements are used as tools to achieve the intended meaning of informational texts: Vectors (for scientific, mathematical or technical topics) and viewpoint, Technical editing, and Animations. **Content Standards:** The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (journalistic texts: documentaries and vlogs) and transactional texts (letter of application) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational and transactional texts. **Performance Standards:** The learners analyze the style, form, and features of informational texts (documentaries and vlogs) and transactional texts (letter of application); evaluate informational and transactional texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (documentaries and vlogs) and transactional texts (letter of application) using

	appropriate forms and structures that represent their meaning, purpose, and target audience.			
	Session 1	**Session 2**	**Session 3**	**Session 4**
Learning Objectives:	By the end of the session, learners should be able to: ● Identify the structural components of documentaries and vlogs. ● Examine how text structure contributes to the clarity of meaning and purpose in journalistic texts. ● Distinguish between the formal structure of a traditional documentary and the informal structure of a vlog.	By the end of the session, learners should be able to: ● Analyze linguistic features (diction, style, and transitions) in informational texts. ● Determine how sentence structure and function affect the organizational efficiency of a text. ● Use appropriate transition devices to connect ideas in a short informational script.	By the end of the session, learners should be able to: ● Identify visual elements such as vectors and viewpoints in informational texts. ● Examine how vectors and viewpoints are used to achieve intended meaning in scientific or technical topics. ● Explain the relationship between the viewer's perspective and the message of the visual text.	By the end of the session, learners should be able to: ● Analyze the role of technical editing and animations in enhancing the meaning of informational texts. ● Evaluate how visual and linguistic features work together to achieve a specific purpose. ● Draft a storyboard for a short informational vlog incorporating text structure, linguistic features, and visual elements.
Learner Context:	The learners are Grade 10 students who are frequent consumers of digital media, specifically YouTube vlogs and local documentaries like	Learners demonstrate strengths in oral communication but struggle with the formal nuances of written English. They often use 'and' or 'then'	The class has a strong preference for visual learning. They are adept at taking photos and 'selfies' but lack the technical vocabulary to describe the	Students are very familiar with video filters and basic editing on apps like TikTok. However, they struggle with the 'purpose' behind an edit—seeing it

	'I-Witness'. While they are highly engaged with visual content, they often view these texts for entertainment rather than information. A significant portion of the class exhibits mixed readiness levels in reading comprehension, but they show high interest in social media trends. Possible barriers include a lack of critical thinking when consuming digital content and varied English vocabulary levels.	repetitively. Some students are hesitant to participate in writing tasks due to fear of grammatical errors, while others excel at creative expression. The barrier identified is the difficulty in transitioning from casual 'vlogger-speak' to formal journalistic diction.	composition. A barrier is the abstract nature of the term 'vectors' in a non-mathematical sense. Strengths include high engagement when using gadgets and a keen eye for aesthetic detail in social media posts.	mostly as decorative rather than functional. Barriers include limited access to high-end editing software for some students, so the lesson focuses on the *concept* of editing rather than the software itself. Strengths include creativity and peer-to-peer tutoring in tech-related tasks.
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:	● **Quick Poll:** Ask students to name their favorite Filipino vloggers or documentaries they have seen on TV. ● **Word Cloud:** Students write down words they associate	● **Active Retrieval:** 'Transition Race' – Students are given 2 minutes to list as many transition words as they can (e.g., however, furthermore, consequently).	● **Visual Prompt:** Display a photo of a Filipino farmer looking towards the horizon. Ask: 'Where is your eye drawn? What does the farmer's gaze tell you?'	● **Comparison:** Show a 'Raw' video clip vs. an 'Edited' version with subtitles and animations. Ask: 'Which one was easier to learn from?'

	with 'Documentary' and 'Vlog' on the board to establish initial schemas.			
Flow:	● **Introduction (5 mins):** Present a short clip of a local documentary and a lifestyle vlog. Ask: 'What is the main difference in how they tell their story?' ● **Direct Instruction (15 mins):** Discuss the typical structures: Introduction (Hook), Body (Development/Evidence), and Conclusion (Call to Action/Summary). Use a Venn Diagram on the chalkboard to compare 'Journalistic Documentary' vs. 'Personal Vlog'. ● **Scaffolding (10 mins):** Provide a	● **Modeling (10 mins):** Show two versions of a script about 'Traditional Filipino Games'. Version A uses simple, repetitive sentences; Version B uses varied sentence structures and sophisticated transitions. Discuss which is clearer and why. ● **Linguistic Deep-Dive (15 mins):** Discuss 'Diction and Style' (Formal vs. Informal) and 'Sentence Function' (Declarative for facts, Imperative for calls to action). ● **Social Learning**	● **Direct Instruction (15 mins):** Define Vectors (lines that lead the eye) and Viewpoint (high angle vs. low angle). Explain how these are used in scientific vlogs to point out data or establish authority. ● **Scaffolding (10 mins):** Provide a scientific diagram of a typhoon (contextual to the Philippines). Have students draw arrows (vectors) showing the path of the eye and where the viewer is meant to look first. ● **Social Learning**	● **Direct Instruction (10 mins):** Discuss Technical Editing (cuts, pacing, B-roll) and Animations (text overlays, icons). Explain their role in emphasizing key points in a vlog. ● **Active Retrieval (10 mins):** Review Session 1-3 concepts (Structure, Diction, Vectors). Ask how editing ties these all together. ● **Collaborative Design (20 mins):** Storyboarding. In groups, students choose a local topic (e.g., 'How to Make Adobo' or

	transcript snippet of a documentary. In pairs, students label the parts (Intro, Body, Conclusion). ● **Checks for Understanding (10 mins):** Use a 'Stop-Light' activity where students raise a red, yellow, or green card based on their understanding of the structural differences discussed. ● **Collaborative Analysis (10 mins):** In small groups, learners analyze a provided infographic about a local environmental issue and discuss how a documentary would structure this vs. a vlog.	**(15 mins):** 'The Script Doctor' activity. Groups are given a 'sick' script (cluttered and unorganized). They must use transition devices and adjust the diction to make it a 'healthy' journalistic piece. ● **Active Retrieval (10 mins):** A quick-fire 'Identify the Function' game where the teacher reads a sentence and students shout if it's 'Informative' or 'Persuasive'.	**(15 mins):** 'Viewpoint Roleplay'. In groups, students use a phone/tablet or a mock 'cardboard frame' to capture a scene from three different viewpoints: 'The Expert' (high authority), 'The Victim' (vulnerability), and 'The Observer' (neutral). ● **Checks for Understanding (10 mins):** Flash various thumbnails from educational vlogs and ask students to identify the vector or viewpoint used.	'Benefits of Mangrove Planting'). They must fill out a storyboard template that includes: Script (Linguistic), Visual/Angle (Viewpoint/Vectors), and Edit/Animation notes. ● **Peer Review (10 mins):** Groups swap storyboards and provide feedback based on a checklist: 'Is the structure clear?', 'Are the visuals functional?' ● **Closure (5 mins):** Summary of the week's learning.
Learning Resources:	● Projector/Smart TV ● PowerPoint/	● Printed Activity Sheets	● Projector ● Images/Stills from	● Storyboard Templates (Printed)

	Slide Presentation ● Printed Worksheets (Venn Diagram) ● Chalkboard ● Local Documentary Clips (e.g., GMA Public Affairs)	('The Script Doctor') ● Laptop/Computer for script display ● Whiteboard/ Markers	scientific documentaries ● Smartphones (for the roleplay activity) ● Printed diagrams of scientific processes	● Samples of edited educational vlogs ● Art materials (crayons/markers) ● Projector
Opportunities for integration:	**Media Literacy:** Understanding the ethics of information sharing. **Social Studies (AP):** Discussing local issues presented in documentaries.	**Filipino Language:** Comparing 'Pang-ugnay' in Filipino with Transition Devices in English. **Values Education:** Truthfulness in word choice.	**Science:** Analyzing diagrams and flowcharts. **Mathematics:** Understanding directionality and angles (links to geometry).	**ICT/TLE:** Basic video production concepts. **Arts:** Principles of layout and design in animations.
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:	● **Structural Mapping:** Students will complete a 'Text Structure Map' for a 3-minute video clip, identifying the hook, the main arguments, and the concluding message.	● **Sentence Transformation:** A short quiz where students must combine two simple sentences into one complex sentence using a specific transition device (e.g., 'although', 'moreover').	● **Visual Analysis Worksheet:** Students analyze a still image from a technical vlog (e.g., an electronics repair tutorial) and write a 3-sentence explanation of how vectors guide the viewer's	● **Completed Storyboard:** The group storyboard serves as the tangible evidence of learning, integrating text structure, linguistic features, and visual elements.

			attention.	
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 are asked to find one vlog from a reputable Filipino source (e.g., a travel vlog promoting local tourism) and list down its structural parts for the next session.	● Students will pick a 'word of the day' from a documentary transcript and explain its meaning and why the author chose that specific word over a simpler synonym.	● Students take a photo of a household object as if they were explaining how it works in a technical vlog, intentionally using vectors to lead the viewer's eye.	● Optional: Using a mobile app (like CapCut), students can try to film and edit a 30-second 'Information Minute' based on their storyboard.
Reflections:	Reflect on: How did the students react to the comparison between documentaries and vlogs? Did the visual aids help the struggling readers identify the structures?	Reflect on: Which transition devices were most difficult for students to apply? Did the 'Script Doctor' activity encourage collaboration among students with different proficiency levels?	Reflect on: How effectively did the students grasp the concept of vectors in a visual context? Were the local examples (e.g., typhoon diagrams) relatable enough to bridge the gap?	Reflect on: Did the storyboard activity successfully synthesize the four days of learning? How can I better support students who have limited access to technology during the extended learning phase?