

LESSON PLAN TEMPLATE

Lesson Title	Voices and Structures: Exploring Values in Afro-Asian Literature
Learning Area/s	English
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: - Analyze literary texts as expressions of individual or communal values within Structural context: - Patterns and motifs - Figures of speech and sound devices - Point of view and narrative techniques - Organic unity Content Standards: The learners demonstrate their multiliteracies and communicative competence in evaluating Afro - Asian literature (poetry and prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect their expanding cultural identity. Performance Standards: The learners analyze the style, form, and features of Afro - Asian literature (poetry and prose); evaluate literary texts for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (poem or prose) that represents their meaning, purpose, and target audience, and reflects their expanding cultural identity.			
	Session 1	Session 2	Session 3	Session 4

Learning Objectives:	Identify and analyze figures of speech and sound devices in Afro-Asian poetry. Explain how these structural elements express communal values like resilience and ancestral respect.	Trace patterns and motifs in Afro-Asian short stories. Relate these motifs to individual and communal practices within the Filipino and wider Asian context.	Analyze the point of view (POV) and narrative techniques used in the text. Discuss how the choice of POV influences the reader's perception of cultural identity.	Evaluate the organic unity of a literary text by connecting its structural elements to its central theme. Compose a short reflection on how the text's structure reflects their own cultural identity.
Learner Context:	• Learners demonstrate high engagement when activities involve rhythm and sound, reflecting their interest in music and spoken word. • While they possess a strong collaborative spirit, many struggle with interpreting abstract metaphors without visual aids. • A significant portion of the class shows readiness to identify literal meanings but requires scaffolding to bridge structural choices to cultural	• Learners are particularly responsive to visual storytelling and graphic organizers. • Recent performance indicates a strength in identifying recurring symbols (like water or rice) but difficulty in defining them as 'motifs'. • Barrier: Limited vocabulary in English makes it hard for some to describe the significance of patterns.	• Learners enjoy role-playing and hands-on activities that allow them to step into different characters' shoes. • A barrier identified is the confusion between the author and the narrator. • Most learners perform well when tasks are broken down into small, actionable steps (chunking).	• Learners are now ready to synthesize previous lessons but may feel overwhelmed by the 'Organic Unity' concept. • They show a preference for creative expression, such as drawing or multimodal presentations. • Strengths include a deep connection to their local community and traditions.

	values.			
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:	Sound Scavenger Hunt: Learners listen to a recording of a Filipino 'pabasa' or a local rhythmic chant and list the repetitive sounds or patterns they hear.	Pattern Recognition: Display images of traditional Filipino weaves (Abaca, Inabel) and ask learners to describe the repeating patterns and what they might represent.	Point of View Swap: A student tells a short story about their morning. Another student retells it as if they were a 'fly on the wall'.	The Human Body Analogy: Discuss how different organs work together for one life. Relate this to how different literary parts (POV, Motif, Sound) work for one theme.
Flow:	Introduction (Scaffolding): The teacher introduces the concept of sound devices (alliteration, assonance) using familiar local tongue twisters. Direct Instruction: Using a projected poem (e.g., 'Africa's Plea' or a Filipino poem translated to English), the teacher models how to identify personification and onomatopoeia. Active Retrieval: In pairs, learners use 'Search and Find' cards to locate figures of speech in the text. Social Learning: Groups discuss the question: 'Why did	Scaffolding: The teacher defines 'motif' using the analogy of a 'tatak' or a recurring brand in fashion. Direct Instruction: Reading a short story excerpt (e.g., 'The Hands of the Blacks' or a local folk tale), the teacher highlights recurring symbols of labor and identity. Active Retrieval: Learners use a 'Motif Map' to draw and label three symbols found in the text. Social Learning: Small groups compare their maps and discuss if these symbols exist in their own community.	Introduction: Visual presentation of First-Person vs. Third-Person using 'speech bubbles'. Direct Instruction: The teacher analyzes a narrative passage, showing how a first-person POV makes the communal struggle feel more personal. Social Learning: In 'POV Circles', students rewrite a short paragraph from the story changing the POV from third-person to first-person. Scaffolding: Provide sentence starters for learners with lower proficiency. Checks for Understanding:	Introduction: Review the 'parts' learned in Sessions 1-3. Modeling: The teacher uses a 'Puzzle Organizer' to show how figures of speech, motifs, and POV all point to a single value (e.g., 'Unity in Diversity'). Active Retrieval: Learners complete their own 'Unity Puzzle' using the text studied throughout the week. Social Learning: 'Gallery Walk' where students view each other's puzzles and provide 'Praise and Question' feedback. Scaffolding: Checklist provided

	the author use these sounds to describe their culture?' Checks for Understanding: A quick 'Thumb-O-Meter' to gauge if students understand the difference between metaphor and simile.	Checks for Understanding: 'Think-Pair-Share' on why the author repeats certain words or images.	'Show Me' boards where students write '1st' or '3rd' after hearing a line from the story.	to ensure all structural elements are covered.
Learning Resources:	• Laptop and Projector • Printed copies of the poem • Sound Device Bingo Cards • Chalkboard	• Projector/Slide Presentation • Graphic Organizer Handouts • Images of Philippine Weaves • Art Materials	• Whiteboard and Markers • Individual 'Show Me' boards or slates • Narrative technique anchor charts	• Puzzle-shaped Cartolina Cutouts • Art materials (crayons, markers) • Projector for instructions • Worksheets
Opportunities for integration:	Integration with Music and Arts through the study of rhythm and local chants; integration with Araling Panlipunan by discussing the historical context of the literature.	Integration with TLE (Textile/Handicrafts) and Values Education (Empathy and Labor).	Integration with Media Literacy (analyzing POV in news reports) and Social Studies (different perspectives on historical events).	Integration with Science (systems/organic unity) and Filipino (Pagpapahalaga/Values).
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:	Learners complete a 'Structure-Value Table' where they list one figure of speech found and the cultural value it represents (e.g., a metaphor for a tree)	A 'Motif Exit Ticket' where students write one recurring pattern found in the story and its link to a communal value (e.g., the recurring motif of 'the sun')	A 'Perspective Paragraph' where students explain how the story would change if told by a different character, focusing on the cultural	Final Multimodal Output: A 'Values Poster' that uses one motif, one figure of speech, and a specific POV to represent a Filipino value they

	representing family strength).	representing hope).	values revealed.	identified in the text.
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:	Learners are tasked to find a local OPM song lyric that uses a figure of speech and explain its meaning to their parents or guardians tonight.	Interview an elder at home about a recurring symbol or 'pamahiin' (superstition) in their family and bring the story to class.	Observe a conversation at a local market or 'sari-sari' store. Write a one-paragraph account of it from two different points of view.	Digital Extension: Post a photo of their 'Values Poster' on the class's private social media group with a brief caption about their cultural pride.
Reflections:	Reflect on: Which specific sound device was most easily identified by the learners? Did the visual aids effectively bridge the gap for struggling readers?	Reflect on: How did the use of local weaves as an analogy help learners understand the literary concept of motifs?	Reflect on: Did the role-playing effectively clarify the difference between POV types? Which learners still struggle with the concept of 'narrative voice'?	Reflections: Did the 'Puzzle' analogy work for all levels of learners? How can I further simplify 'Organic Unity' for the next unit?