

LESSON PLAN TEMPLATE

Lesson Title	Mirroring the Self and Society: A Deep Dive into Character and Conflict
Learning Area/s	English
Name of Teacher/s	DEPED TAMBAYAN PH (Visit www.depedtambayanph.net for more downloads.)
Grade Level and Section	Grade 9
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: Conflict (Character vs. Character, Character vs. Society, Character vs. Nature/environment), Character, and Characterization. Content Standards: The learners demonstrate their multiliteracies and communicative competence in evaluating Anglo - American literature (poetry, prose, and drama) 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 Anglo - American literature (poetry, prose, and drama); evaluate literary texts for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (one - act play) 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 the difference between direct and indirect characterization in a literary text. - Analyze character traits using the S.T.E.A.L. (Speech, Thoughts, Effect on others, Actions, Looks) method. - Relate character traits to Filipino cultural values as observed in local narratives.	- Define Character vs. Character conflict within a structural context. - Analyze how external conflicts reflect individual or communal values. - Demonstrate understanding of interpersonal conflict through a scripted dialogue.	- Analyze Character vs. Society conflict as an expression of communal values. - Identify societal norms or expectations that create pressure for literary characters. - Express opinions on social justice issues portrayed in literature through a 'Values Stand'.	- Explain Character vs. Nature/Environment conflict and its impact on character development. - Synthesize the relationship between characterization and different types of conflict. - Create a multimodal representation of a character facing a specific conflict type.
Learner Context:	- Learners show high engagement with visual media and character-driven stories but often struggle with inferring internal traits from text alone. - A significant portion of the class prefers hands-on activities like role-playing over long lectures.	- Learners are generally expressive and enjoy collaborative work, particularly in dramatic activities. - Some students show hesitation when asked to analyze 'why' a conflict happens, often focusing only on	- Learners are becoming more aware of social issues but may need help connecting these abstract concepts to literary structures. - Visual aids and real-world examples significantly improve their grasp of societal	- Learners have personal experience with natural disasters (typhoons), making this topic highly relatable and emotionally resonant. - They perform well when given creative freedom but require clear rubrics to stay on task. - Barriers:

	Barriers include varying levels of vocabulary proficiency, which makes identifying subtle character nuances challenging for some students.	'what' happened. There is a strong interest in contemporary Filipino teleseryes which often feature heavy interpersonal conflict.	conflicts. Barriers include a tendency to oversimplify societal pressures into 'good vs. bad' without considering cultural context.	Some students may find the topic of natural disasters sensitive; ensure a focus on resilience and communal values ('Bayanihan').
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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:	Character Snapshot: The teacher displays images of iconic Filipino characters (e.g., Basilio, Darna, or a modern local hero). Students write three adjectives describing each and share them with a partner to activate prior knowledge of characterization.	Conflict Countdown: A 2-minute brainstorm where students list as many reasons as possible why two people might argue in a typical Filipino neighborhood (e.g., boundary disputes, misunderstandings, differing beliefs).	The Wall of Norms: Students post sticky notes on the board representing 'rules' or 'expectations' they feel society (or their school/community) places on them.	Resilience Gallery: Display photos of Filipinos showing 'Bayanihan' during floods or typhoons. Students describe the character of the people in the photos using one word.
Flow:	Scaffolding: Introduction of the S.T.E.A.L. acronym through a graphic organizer. The teacher	Scaffolding: The teacher uses a video clip of a classic Filipino film confrontation to illustrate	Scaffolding: Presentation on 'Character vs. Society' using local examples like 'Noli Me Tangere'	Scaffolding: Definition of Nature/Environment conflict, emphasizing that 'Nature' can be a physical

	models the process using a short snippet from a Filipino short story. • Checks for Understanding: 'Think-Pair-Share' activity where students identify one trait from a provided text excerpt and explain how it was revealed (Direct vs. Indirect). • Social Learning: In small groups, students analyze a short literary passage and complete a 'Character Body Map' where they illustrate traits based on textual evidence. • Active Retrieval: A quick 'Trait Toss' game where the teacher calls out an action, and students must shout whether it	Character vs. Character conflict, pausing to ask what specific value is being challenged. • Active Retrieval: Students categorize different scenarios provided on the board as 'Conflict' or 'Resolution'. • Social Learning: 'Script-to-Stage' activity where pairs write a 1-minute dialogue showing a conflict between two characters with opposing Filipino values (e.g., Tradition vs. Modernity). • Checks for Understanding: Peer-feedback session where students watch the dialogues and identify the root cause of the conflict.	excerpts or stories about urban migration. • Checks for Understanding: 'Four Corners' activity where students move to a corner (Strongly Agree to Strongly Disagree) based on statements regarding a character's decision to defy a societal norm. • Social Learning: Small group discussion analyzing a story where a character faces a community's tradition; groups must present the 'Pros' and 'Cons' of the character's choice. • Active Retrieval: A 'Value Mapping' exercise where students link a character's struggle to a specific	setting or a biological force. • Active Retrieval: 'Conflict Catch-up' – A quick matching game where students link character names from previous sessions to their primary conflict types. • Social Learning: 'Tableau Vivant' – Groups are assigned one type of conflict (Character vs. Character, Society, or Nature). They must create a frozen scene depicting that conflict, and other groups must guess the type and the characterization involved. • Checks for Understanding: Real-time feedback during the tableau presentation
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	represents direct or indirect characterization.		societal value or law.	s focusing on the 'structural context' of the conflict.
Learning Resources:	• Laptop and Projector • Printed S.T.E.A.L. Graphic Organizers • Short Story Excerpts (e.g., 'How My Brother Leon Brought Home a Wife' by Manuel Arguilla) • Whiteboard and Markers	• Audio/Speakers • Video Clip of a local drama • Worksheets for scriptwriting • Chalkboard	• Smart TV/Projector • Sticky notes • Excerpts from texts highlighting social conflict • Graphic organizers (Venn Diagram)	• Projector/Smart TV • Images of Philippine landscapes and natural events • Rubric for Tableau activity • Art materials
Opportunities for integration:	Values Education (EsP): Discussion on how character traits like 'delicadeza' or 'pagmamalasakit' are portrayed in literature and their importance in the Filipino community.	Social Studies (Araling Panlipunan): Examining how interpersonal conflicts in history (e.g., rivalries among datus) shaped early Philippine society.	Media Literacy: Analyzing how current social media trends create new forms of 'Character vs. Society' conflicts (e.g., cancel culture vs. individual expression).	Science (Environmental Science): Discussion on how human actions (character) affect the environment (nature), leading to environmental conflicts.
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:	• Character Profile Card: Students create a profile for a character	• Conflict Analysis Matrix: Students fill out a table identifying the	• Perspective Paragraph: Students write a short response from the point of view	• The Conflict Web: A final worksheet where students must

	from the text, citing at least two pieces of evidence for their traits. • Observation during the Body Map activity to check for correct application of the S.T.E.A.L. method.	characters, the nature of their conflict, and the specific value at stake in the analyzed text. • Monitoring of group dialogues for accurate representation of character motivations.	of the 'Society' explaining why they are in conflict with the character. • Exit ticket: Identify one societal conflict present in a story read during the session.	diagram a single character and show how they might experience all three types of conflict in a single narrative. • Multimodal Performance (Tableau) evaluated through a rubric.
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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 tasked to observe a family member at home and write a 5-sentence paragraph using only indirect characterization to describe one of their prominent traits.	• Students research a famous historical rivalry in the Philippines and write a brief summary of the values that were in conflict.	• Interview an elder in the community about a traditional practice that has changed over time and the conflicts that arose during that change.	• Compose a short poem or a 'Hugot' line that encapsulates a character's struggle against nature, reflecting the Filipino spirit of resilience.
Reflections:	Identify which students struggled to distinguish between 'Actions' and 'Effects on others' to provide targeted support in the next session.	Reflect on whether the video clip used was effective in eliciting the desired analysis or if a simpler text-based approach is needed for	Evaluate the 'Four Corners' activity to see if students were able to articulate their reasoning or if more sentence starters are	Consider if the multimodal approach (Tableau) allowed the less-verbal students to demonstrate their understanding

		struggling readers.	needed for the next session.	effectively. Plan for a written synthesis for the next week's opening.
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