LESSON PLAN TEMPLATE

Lesson Title	Refining Creative Expressions and Finalizing Localized Target/Invasion Sports
Learning Area/s	MAPEH
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:** Music and Arts: Continue to produce creative works on selected emerging concepts... with technology - based mediums (Phase 3: Refining and applying industry standards). Physical Education and Health: Finalize the structure, mechanics, and safety guidelines for the newly created target/invasion sports. **Content Standards:** Not specified in the provided text **Performance Standards:** Not specified in the provided text			
	Session 1	**Session 2**	**Session 3**	**Session 4**
Learning Objectives:	● Evaluate digital media projects against	● Finalize creative works by incorporatin	● Finalize the structure and mechanics	● Conduct a simulation of the finalized target/invasi

	specific industry standards for resolution, composition, and audio clarity. ● Apply digital editing techniques to refine existing creative works using technology-based mediums.	g peer feedback and industry-level technical adjustments. ● Present the final digital output showcasing emerging concepts and localized themes.	of a newly created target or invasion sport inspired by traditional Filipino games. ● Develop comprehensive safety guidelines to prevent common sports-related injuries during play.	on sport to validate mechanics and safety guidelines. ● Refine the sports structure based on real-time feedback and observations from the simulation.
Learner Context:	Learners demonstrate high engagement when using digital tools like mobile apps for editing but struggle with technical industry terms. Most show a strong preference for visual learning and social collaboration. A few learners face barriers due to limited personal access to high-end devices, though they compensate with high creativity and resourceful use of available classroom tech.	Learners are becoming more confident in their technical skills but occasionally get overwhelmed by complex software features. They show a strong interest in incorporating local Filipino elements (motifs, sounds, or landmarks) into their digital art. Some learners require additional time to finalize tasks due to varying paces of technical mastery.	Learners are physically active and enjoy kinesthetic activities, especially those resembling traditional 'Laro ng Lahi.' Some learners struggle with writing down abstract rules and require scaffolding to translate physical actions into written mechanics. Leaders emerge naturally in group settings, but some quiet learners need specific roles to ensure participation.	Learners excel in hands-on application and are highly motivated by competitive but friendly play. Some may ignore safety rules in the heat of competition, requiring constant monitoring. The mixed readiness levels mean some groups will have very complex games while others prefer simpler, high-energy structures.
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:	● Flash Review: A quick visual quiz displaying 'Draft' vs. 'Professional' digital works (e.g., local concert posters or album covers) to identify quality differences.	● Gallery Walk (Digital): A brief preview of group works-in-progress on the projector to spark inspiration.	● Brainstorming Session: List common injuries in sports like basketball or 'Agawan Base' and discuss how rules could have prevented them.	● Warm-up Routine: A series of dynamic stretches led by student leaders to prepare for the simulation.
Flow:	● Introduction: Discussion on Philippine industry standards for digital media (e.g., Graphic Design standards in local advertising). ● Scaffolding: Teacher demonstrates 'Polishing' techniques on a sample project using a laptop and projector, focusing on contrast, alignment, and audio levels. ● Social Learning: In pairs, learners review their previous drafts using	● Final Polish: Individual or group work time to apply final edits based on the previous session's peer feedback. ● Active Retrieval: 'Three-Minute Pitch' where learners explain how their work applies industry standards. ● Presentation: Group showcasing of final outputs via the Smart TV/Projector. ● Checks for Understanding: Audience members	● Recap: Review the basic concept of the newly created sport. ● Group Work: Finalizing the 'Game Rulebook' including field dimensions, player roles, and scoring. ● Scaffolding: Providing a 'Safety First' template for learners to identify high-risk movements in their game. ● Social Learning: Groups swap rulebooks to check if the mechanics are easy to	● Game Setup: Groups mark their 'playing field' using available classroom or local materials. ● Simulation (Trial Run): A short version of the game is played while a designated 'Safety Officer' (student) monitors. ● Active Retrieval: After 10 minutes of play, the game stops for a 'Refinement Huddle' to discuss what rules worked and what caused

	a 'Standards Checklist.' ● Active Retrieval: Learners explain one specific adjustment they will make to their project based on the standards discussed. ● Checks for Understanding: Quick 'Thumbs Up/Down' on whether specific sample images meet resolution standards.	provide one 'Star' (strength) and one 'Wish' (area for improvement) for each presentation.	understand for an 'outsider.' ● Checks for Understanding: Teacher asks groups to demonstrate one 'illegal move' and the corresponding penalty.	confusion. ● Final Execution: Playing the refined version of the sport. ● Checks for Understanding: Post-game debriefing on whether the safety guidelines were effective during the 'intense' moments.
Learning Resources:	● Laptop/Computer ● Projector/Smart TV ● PowerPoint Presentation ● Audio/Speakers ● Digital Media Design Checklist (Printed)	● Laptop/Computer ● Projector/Smart TV ● Audio/Speakers ● Digital Portfolio Folder	● Printed Worksheets/ Activity Sheets (Rulebook Template) ● Chalkboard/ Whiteboard ● Markers	● Local materials for markers (cones, chalk, or plastic bottles) ● Whistle ● Printed Worksheets for feedback
Opportunities for integration:	Integration with ICT (Digital Literacy) and Media and Information Literacy (MIL) regarding professional aesthetics.	Integration with Araling Panlipunan through the use of localized cultural themes and Filipino identity in digital art.	Integration with Health Education (Injury Prevention) and English (Technical Writing/Instructional Writing).	Integration with Mathematics (Measurements of the playing field and scorekeeping) and Values Education (Fair play and Sportsmanship).

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:	● Peer-evaluation rubric focusing on technical refinements. ● Observation notes during the hands-on editing session.	● Final Project Rubric (Criteria: Industry Standards, Creativity, Use of Tech, Cultural Context). ● Self-reflection exit slip on the creative process.	● Written draft of the sport's mechanics and safety protocols. ● Group checklist for rule clarity and inclusiveness.	● Performance-based assessment of safety adherence during the simulation. ● Final 'Post-Game Analysis' report from each group.
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 encouraged to explore free mobile alternatives for high-end software to continue refining projects at home if they have access.	● Learners may upload their works to a shared class drive or social media group to build a digital class portfolio.	● Interview a local community sports leader or PE coach about how they enforce safety in local tournaments.	● Groups can film a short 'How-to-Play' video for their sport to share with other sections or grade levels.
Reflections:	● Reflect on which specific industry standard was most challenging to achieve	● How did technology change the way you expressed your creative idea?	● Why is it important for rules to be written clearly before a game begins?	● What was the biggest difference between your written rules and the actual gameplay?

	with current tools. ● How does professional-quality art influence the message of the work?	● What would you do differently if you had professional-grade equipment?	● How do safety guidelines make a sport more inclusive for everyone?	● How did the safety guidelines affect the flow of the game?