

LESSON PLAN TEMPLATE

Lesson Title	Fusion and Awareness: Navigating Contemporary Asian Arts and Adolescent Health
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: Analyze the cultural influences, relationships, and characteristics (similarities and differences) of emerging and contemporary concepts, techniques, processes and/or practices in various Asian popular performing and visual arts. • Physical Education and Health: Discuss sexually transmitted infections and their preventive measures. Content Standards: N/A Performance Standards: N/A			
	Session 1	Session 2	Session 3	Session 4
Learning Objectives:	At the end of the session, learners are expected to:	At the end of the session, learners are expected to:	At the end of the session, learners are expected to:	At the end of the session, learners are expected to:

	- Identify the distinct characteristics of P-Pop and K-Pop in terms of musicality and performance. - Analyze the cultural influences that shaped contemporary performing arts in the Philippines and South Korea. - Compare and contrast the techniques used in Asian popular performing arts using a Venn diagram.	- Analyze the techniques and processes used in contemporary Asian visual arts, specifically Manga and Pinoy Komiks. - Create a storyboard/sketch that integrates Filipino local motifs with modern Asian art styles. - Evaluate the relationship between traditional and digital art processes in the Philippines.	- Define Sexually Transmitted Infections (STIs) and identify common types prevalent in the Philippines. - Discuss the symptoms and modes of transmission of STIs like HIV/AIDS and Hepatitis B. - Explain the importance of seeking professional medical advice over self-diagnoses.	- Explain the 'ABCDE' approach to STI prevention (Abstinence, Be Faithful, Condom use, Do not use drugs, Education). - Propose community-based measures to increase awareness of adolescent reproductive health. - Design an advocacy slogan or poster promoting STI prevention and healthy lifestyles.
Learner Context:	The learners demonstrate high engagement when contemporary music and dance are involved, particularly with P-Pop and K-Pop groups. While they are tech-savvy and enjoy visual media, some struggle with articulating deep cultural connections. A small group of learners requires additional scaffolding in	Learners show a strong interest in drawing and digital illustrations, often seen doodling Manga-style characters. They have a visual learning preference and enjoy hands-on creation. However, artistic confidence varies, and some learners face barriers due to a lack of specialized art materials. They are most productive	Learners are in the middle adolescent stage, showing curiosity but also significant shyness or embarrassment regarding sexual health topics. There is a risk of misinformation from unverified online sources. They respond best to a 'safe space' environment where sensitive topics are handled with professionalism and empathy.	Learners are generally supportive of each other and enjoy collaborative projects that have a 'real-world' impact. They have shown a preference for creative advocacy over rote memorization. However, some may struggle with the practical application of refusal skills due to peer pressure. The

	comparing abstract concepts like 'cultural identity' within modern entertainment. Most learners respond well to collaborative tasks and peer-to-peer discussions.	when given clear, step-by-step demonstrations and creative freedom within a theme.	Some learners may have cultural or religious sensitivities that require careful navigation.	classroom has mixed proficiency in English, so bilingual explanations are sometimes necessary for health concepts.
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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:	● Tune-In: Play a 30-second clip of a popular P-Pop song (e.g., SB19 or BINI) followed by a K-Pop song. ● Quick Poll: Ask learners to identify which elements feel 'Filipino' and which feel 'Global' using hand signals.	● Gallery Walk: Display printed samples of Japanese Manga, Korean Manhwa, and Filipino Komiks around the room. ● Observation Note: Learners write one word to describe each style on a sticky note.	● Anonymous Q&A Box: Students write down questions they have about 'growing up and health' and drop them in a sealed box. ● Fact or Myth: A quick game where students stand or sit based on statements about STIs.	● Word Cloud: Students write one word they associate with 'Prevention' on the board. ● Review: A quick 3-question recap of the previous session's types of STIs.
Flow:	● Introduction: Define 'Contemporary Performing Arts' and	● Mini-Lecture: Discuss techniques like line work, paneling,	● Introduction: Use a PowerPoint presentation to provide factual data	● Conceptualization: Introduce the 'ABCDE' framework for STI

	discuss how globalization influences Asian music (Scaffolding) ● Activity - 'Spot the Difference': Watch two music videos. Learners use a checklist to identify costumes, language, dance styles, and set designs. ● Social Learning: In small groups, learners discuss why these styles are popular in the Philippines and how they reflect local traditions (e.g., 'Bayanihan' spirit in P-Pop choreography). ● Active Retrieval: Use a 'Think-Pair-Share' strategy where students explain one similarity and one	and the use of 'screentone s' in Manga versus the 'Kwadro' style in Pinoy Komiks (Scaffolding) ● Demonstration: Teacher shows how to incorporate local elements (e.g., Barong Tagalog patterns or Philippine folklore creatures) into a modern character design. ● Hands-on Activity: Learners create a 3-panel storyboard featuring a local hero using contemporary Asian art techniques. ● Social Learning: Peer critique session where students give 'Two Stars and a Wish' (two things they	from the Department of Health (DOH) regarding STI trends in the Philippines (Scaffolding) ● Interactive Lecture: Discuss transmission myths versus facts (e.g., clarifying that STIs are not spread through casual contact like hugging). ● Small Group Discussion : Provide 'Case Scenarios' where students identify possible health risks and what the characters should do. ● Check for Understanding: Use the 'Question Box' to answer student inquiries anonymously to reduce embarrassment.	prevention, contextualized to Filipino values of family and health. ● Role-Play (Social Learning): In pairs, students practice 'Refusal Skills' in scenarios involving peer pressure, focusing on assertive communication. ● Creative Workshop: In groups, learners create an advocacy poster for a 'Healthy Teen Campaign' targeting their own school or barangay. ● Integration: Discuss how local traditions (like close family ties) can act as a support system for prevention. ● Checks for Understanding: Groups present their posters and
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	difference between the two genres to their partner. ● Checks for Understanding: Randomly call on pairs to share their insights with the class.	like and one suggestion) for their classmate's work. ● Check for Understanding: Circulate the room and provide immediate feedback on the application of line techniques.	● Active Retrieval: Learners list the three most common STIs in the Philippines and their primary mode of transmission .	explain the message behind their slogans.
Learning Resources:	● Laptop/Projector ● Audio Speakers ● Selected Music Videos ● Printed Venn Diagram worksheets	● Printed Art Samples ● Art Materials (Paper, Pencils, Markers) ● Chalkboard for demonstration	● PowerPoint Presentation ● DOH Infographics ● Question Box ● Worksheets	● Poster Paper ● Markers/Colors ● Sample Advocacy Slogans ● Whiteboard
Opportunities for integration:	● Social Studies: Discussion on globalization and its impact on Southeast Asian cultural identity. ● English: Enhancing descriptive vocabulary through art analysis.	● Media Literacy: Understanding how visual storytelling influences public perception. ● History: Reviewing the history of Philippine Komiks during the Golden Age.	● Science: Biological understanding of viruses and bacteria. ● Values Education: Promoting self-respect and responsible decision-making.	● Arts: Applying visual design principles to create effective advocacy materials. ● EsP (Edukasyon sa Pagpapakatao): Discussing the value of one's body

				and future goals.
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:	● Venn Diagram Completion : Evaluation of the learners' ability to categorize characteristics of P-Pop and K-Pop. ● Exit Ticket: Students write one sentence explaining how P-Pop helps promote Filipino culture.	● Storyboard Rubric: Assessment based on the integration of Asian techniques and local cultural elements. ● Self-Reflection: Students write a brief caption explaining their choice of motifs.	● Identification Quiz: A short quiz on types, symptoms, and transmission of STIs. ● Analysis of Scenarios: Evaluation of the group discussion outputs on health-seeking behaviors.	● Advocacy Poster Rubric: Assessed based on clarity of message, accuracy of health information, and creativity. ● Oral Participation: Evaluation of refusal skills demonstrated during role-play.
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 interview an older family member about the	● Learners can explore free mobile drawing apps to digitize their storyboards if they have	● Students are asked to research the location of the nearest Barangay Health Center or	● The best posters will be displayed in the school clinic or hallway to serve as peer

	popular music during their youth and compare it to today's P-Pop.	access to a smartphone.	Social Hygiene Clinic in their community.	education tools.
Reflections:	• How did the students respond to the comparison between local and foreign influences? • Were the visual aids sufficient to bridge the gap for learners with lower reading proficiency?	• Which specific techniques did learners find most difficult to replicate? • Did the peer critique session foster a supportive environment for learners with lower artistic confidence?	• Was the atmosphere comfortable enough for students to engage in the discussion? • How effectively did the anonymous box address the barriers of shyness?	• Did the role-play effectively build the students' confidence in practicing refusal skills? • Are the advocacy messages culturally sensitive and appropriate for the school environment?