

LESSON PLAN TEMPLATE

Lesson Title	Grade 8 MAPEH First Term Culmination and Mastery Assessment
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: Final presentation and showcase of the produced creative work incorporating Asian popular performing and visual arts elements. First Term Assessment. • Physical Education and Health: Final practical assessments for striking/fielding games and comprehensive First Term Assessment on Health and PE competencies. Content Standards: N/A Performance Standards: N/A			
	Session 1	Session 2	Session 3	Session 4
Learning Objectives:	• Present a creative work that incorporates	• Demonstrate proficiency in the fundamental	• Review and synthesize key concepts in	• Successfully complete the Comprehensive

	specific elements of Asian popular performing and visual arts. • Evaluate peer presentations using a rubric focused on cultural elements and technical execution.	skills of striking and fielding games (e.g., batting, catching, throwing). • Apply tactical strategies in a modified striking/fielding game situation.	Health (Family Health, Nutrition, or Prevention of Diseases) and PE for the First Term Assessment • Clarify misconceptions through collaborative inquiry and active recall games.	sive First Term Assessment covering all MAPEH components • Reflect on personal growth and areas for improvement in MAPEH for the next term.
Learner Context:	• Learners show high engagement with Asian popular culture like Anime, K-Pop, and J-Drama. • Strengths: Strong visual-spatial skills and ability to work in groups. • Barriers: Varying levels of confidence in performing publicly; some students require scaffolding in identifying specific cultural elements versus generic pop	• Learners are physically active and enjoy competitive team environments. • Strengths: Good hand-eye coordination in a majority of students. • Barriers: Some learners exhibit physical fatigue or low endurance; a few students struggle with the complex rules of standardized games like baseball.	• Learners respond well to gamified review sessions. • Strengths: Collaborative spirit and ability to recall information when presented visually. • Barriers: Information overload from multiple subjects during the assessment week; some students struggle with abstract health concepts.	• Learners are generally anxious about summative tests. • Strengths: Most students have participated well in hands-on activities, which helps with conceptual recall. • Barriers: Testing fatigue; a few students may have reading comprehension challenges with complex multiple-choice questions.

	culture.			
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:	- Gallery Setup: Students arrange their visual art pieces (e.g., Manga-inspired posters, Wayang Kulit puppets) around the room. - Audio Check: Testing background music for performance pieces.	- Warm-up: Dynamic stretching and a quick round of 'Agawan Base' to elevate heart rates. - Equipment Check: Inspecting gloves, bats, and balls for safety.	- Preparation: Distribution of 'Review Roadmaps' (a visual guide of all topics covered this term). - Setting up the 'MAPEH Jeopardy' board on the screen.	- Classroom Management: Ensuring seats are spaced properly; clearing the boards of review notes. - Mindfulness Minute: A short breathing exercise to reduce test anxiety.
Flow:	Social Learning: Final 10-minute group huddle for peer coaching and final costume/prop checks. Presentation: Groups perform or present their visual arts projects, explaining how they	Active Retrieval: Students demonstrate the correct batting stance and grip from previous lessons before starting. Skill Stations: Three stations (Batting, Fielding, Base	Active Retrieval: 'MAPEH Jeopardy' game covering Music/Arts (Asian elements), PE (Striking/Fielding), and Health (Term 1 topics). Scaffolding : Use of Graphic Organizers	Assessment Administration: Distribution of the First Term Comprehensive Test. Teacher reads instructions aloud to ensure clarity. Scaffolding : Teacher provides a 'Word Wall'

	integrated Asian elements (e.g., color symbolism from Peking Opera). ● Scaffolding : Teacher provides a 'Peer Review Card' with sentence starters to help students give constructive feedback. ● Checks for Understanding: Quick 'Stop and Think' intervals after every 3 presentations where the teacher asks the audience to identify one specific Asian element they observed.	Running) where students rotate to refine techniques. ● Modified Game: A game of 'Kickball' or 'Localized Syatong-inspired Baseball' to ensure inclusivity and accommodate different skill levels. ● Social Learning: Team huddles to discuss offensive and defensive strategies during time-outs.	to link Health concepts to real-life Filipino family situations. ● Social Learning: 'Think-Pair-Share' on sample test questions to build confidence in reasoning. ● Checks for Understanding: Use of whiteboards /slates for students to show answers simultaneously to review questions.	on the board for difficult technical terms used in the questions. ● Individual Reflection: After finishing the test, students fill out a 'MAPEH Progress Map' identifying what they enjoyed most and what they want to learn next. ● Feedback Loop: Brief discussion on the most challenging questions after all papers are collected (without revealing all answers yet).
Learning Resources:	● Projector/Smart TV ● Audio/Speakers ● Art Materials (used in projects) ● Rubric Handouts	● Whistle ● Balls, Bats, Bases ● Cones ● Outdoor Space/Gymnasium	● PowerPoint/Slide Presentation ● Chalkboard/Whiteboard ● Printed Worksheets ● Laptop/Projector	● Printed Assessment Papers ● Pens/Pencils ● Progress Map Handouts
Opportunities for	● Social Studies	● Mathematics:	● Science: Integration	● Values Education

integration:	(Araling Panlipunan): Deepening understanding of Asian heritage and regional influences.	Calculating batting averages or measuring distances for successful throws.	of health concepts with biological systems (e.g., nutrition and digestion).	(EsP): Emphasizing honesty and integrity during examinations.
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: Students assess each other's work based on the integration of Asian elements. - Teacher Observation Checklist: Tracking participation and application of concepts during presentations.	- Skill Performance Rubric: Assessing throwing accuracy and batting form during the game. - Strategy Check: Teacher asks teams to explain their defensive positioning choice.	- Mock Quiz: A short 10-item quiz to identify which topics students still find difficult. - Reflection Exit Ticket: Students write one topic they are confident in and one they need to study more.	- Summative Test Results: Tangible evidence of learning mastery across all four MAPEH areas. - Self-Reflection Paper: Assessing the student's metacognitive awareness of their learning journey.
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:	Reflection Journal: Students write a short paragraph	Home Activity: Practice basic throwing	Study Guide: Provide a summary sheet of key	Advance Reading: Provide a teaser for the Second

	on how their perspective of Asian arts changed after creating their own work.	and catching with a family member using a soft ball.	terms and definitions for students to review at home.	Term topics (e.g., Traditional Asian Theater or Basketball) to spark interest.
Reflections:	• Which Asian elements were most frequently used by the students? • How did the 'Peer Review Cards' impact the quality of student feedback?	• Did the modified game format allow for full participation of students with lower coordination? • What specific skills need further reinforcement before the final term grade is encoded?	• Which component (Music, Arts, PE, or Health) showed the most student mastery during the game? • Are there specific health concepts that require a quick re-teaching before the actual exam?	• Did the test results align with the formative assessments observed during the week? • How can I adjust my teaching strategies for the next term to better support students who struggled with the written component?