LESSON PLAN TEMPLATE

Lesson Title	Cultural Harmony and Personal Boundaries: Exploring Asian Heritage and Self-Regulation
Learning Area/s	MAPEH
Name of Teacher/s	DepED Tambayan
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: Continue to discuss the concepts, techniques, processes, and practices used in Asian folk and/or court Music and Arts. • Physical Education and Health: Demonstrate effective self - regulation skills to avoid inappropriate or non - consensual physical contact in all physical activity participation. **Content Standards:** Deepening Concepts and Self - Regulation **Performance Standards:** Not specified in the provided text			
	Session 1	**Session 2**	**Session 3**	**Session 4**
Learning Objectives:	● Identify the fundamental concepts and techniques	● Examine the processes and practices of Southeast	● Define 'self-regulation' and 'physical boundaries'	● Demonstrate effective self-regulation skills during a

	used in East Asian folk and court music and arts. ● Discuss the significance of specific artistic processes in traditional Asian performances. ● Connect East Asian artistic techniques to local Philippine artistic traditions (e.g., intricate patterns in weaving vs. Asian calligraphy).	Asian arts, focusing on shadow puppetry and percussive ensembles. ● Analyze the cultural similarities between Southeast Asian musical practices and indigenous Philippine music. ● Articulate the importance of preserving traditional practices in a modernizing world.	within the context of physical activities and sports. ● Identify situations where non-consensual physical contact might occur during team activities. ● Develop specific verbal and non-verbal cues to assert personal space and consent during PE sessions.	collaborative performance that integrates Asian music/art concepts. ● Apply principles of consent and physical safety while practicing and performing group routines. ● Evaluate the success of the integration between artistic expression and personal boundary management.
Learner Context:	Learners demonstrate a strong preference for visual stimuli and hands-on activities. While they show enthusiasm for East Asian pop culture (anime, K-dramas), there is a noticeable gap in their understanding of the formal 'court' traditions that underpin these modern forms. Some learners struggle with the technical vocabulary associated with	Learners are becoming more comfortable with comparative analysis. They have shown a particular interest in the 'Gamelan' due to its rhythmic similarity to local 'Kulintang' music. However, a barrier exists for some students who lack access to physical instruments at home. The class has several learners who are highly kinesthetic and respond well to rhythmic	In PE sessions, learners are generally enthusiastic and high-energy. However, this energy often leads to 'rough play' and a lack of awareness regarding personal boundaries. Some female students have expressed discomfort with accidental or unnecessary physical contact during mixed-gender team games. The main barrier is the	Learners are now at the stage where they need to synthesize the week's learnings. They show varying levels of proficiency in both the artistic and the social-emotional aspects. A barrier observed is the 'performance anxiety' which might lead some students to ignore safety rules in their haste to perform. The strengths of the group lie in their collective creativity and their

	traditional music scales and art mediums. A few students have difficulty focusing during long lectures but excel when working in small collaborative groups.	exercises. There is a need for more localized examples to bridge the gap between foreign traditions and their own lived experiences.	cultural norm of 'biruan' (teasing) which sometimes masks boundary violations. Learners need clear, safe frameworks to express their discomfort without fear of social exclusion.	newfound awareness of how 'courtly' discipline in music mirrors 'self-regulation' in life.
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:	• **Visual Gallery Walk:** Students view printed images or digital slides of Japanese Kabuki, Chinese Peking Opera, and Korean Pansori. • **Quick-Fire Word Cloud:** Students write down three words they associate with 'Traditional Asian Art' on the board.	• **Rhythm Echo:** Teacher claps a traditional Southeast Asian rhythmic pattern, and students echo it back. • **Object Inquiry:** Students are shown a shadow puppet and asked to guess its material and function.	• **Boundary Circle:** Students stand in a circle and extend their arms to visualize their 'personal space' bubble. • **Feelings Check-in:** A quick poll on how students feel when their space is invaded (using emojis or color cards).	• **Mindful Breathing:** A 2-minute exercise to ground the students before group work. • **Goal Setting:** Each group writes one 'Artistic Goal' and one 'Safety Goal' for the session.
Flow:	• **Scaffolding (Introductio**	• **Scaffolding :** The	• **Scaffolding :** Teacher	• **Scaffolding :** Teacher

	n): The teacher introduces the concept of 'Court vs. Folk' traditions using a comparison with Philippine 'Kundiman' and local folk dances. ● **Active Retrieval (Recall):** Students are asked to recall specific elements of art (lines, shapes, colors) they see in the presented Asian artworks. ● **Social Learning (Group Discussion):** In groups of five, learners analyze a specific artistic process (e.g., the making of a mask or the tuning of a stringed instrument) and discuss how it reflects the culture's values. ● **Checks for**	teacher demonstrates the 'Wayang Kulit' process using local materials like recycled cardboard and bamboo sticks. ● **Active Learning (Hands-on):** Students work in pairs to create a simple puppet silhouette that represents a character from a Philippine folktale. ● **Checks for Understanding:** Brief 'Pause and Reflect' sessions where students explain the role of the 'Dalang' (puppeteer) and the 'Gamelan' (orchestra). ● **Social Learning:** Peer-to-peer sharing of puppet designs, discussing how they incorporated 'Asian-style'	defines 'Consent' and 'Self-Regulation' using relatable school scenarios (e.g., borrowing a pen, high-fiving). ● **Active Retrieval:** Students recall a time they felt uncomfortable in a game and identify what caused that feeling. ● **Social Learning (Role Play):** In groups, students act out 'Scenario Cards' (e.g., a teammate being too aggressive in basketball) and practice saying 'No' or 'Space please' firmly but respectfully. ● **Checks for Understanding:** 'Thumbs up/down' activity where teacher describes a physical interaction,	models how to give physical feedback (e.g., correcting a dance posture) only after asking for permission. ● **Active Learning (Collaborative Rehearsal):** Groups prepare a 2-minute presentation (e.g., a shadow play or a rhythmic chant) based on Asian traditions. They must demonstrate 'Self-Regulation' by maintaining spatial awareness. ● **Social Learning:** Groups perform for each other, focusing on the 'Process' and 'Respect' displayed. ● **Checks for Understanding:** After each performance, the

	Understanding: The teacher circulates and asks 'Why' questions regarding the choice of colors or sounds in court music.	intricate lines.	and students judge if it is consensual or non-consensual.	audience identifies one 'Self-Regulation' skill they saw the performers use.
Learning Resources:	• DepEd Music and Arts Learner's Material for Grade 8. • Audio-visual clips of Asian court music. • Graphic organizers (Comparison Matrix).	• Recorded Gamelan tracks. • Recycled materials for puppet making (cardboard, sticks, flashlights). • Image cards of Southeast Asian traditional attire.	• Scenario cards depicting various PE and Health situations. • Posters on 'The Power of Consent'. • Whistle or signal bell for boundary drills.	• Performance rubric (combining Artistry and Safety). • Classroom space cleared for movement. • Student-made puppets and instruments from previous sessions.
Opportunities for integration:	• **History:** Discussion on the Silk Road and trade influences between Asian neighbors and the Philippines. • **Language Arts:** Analysis of symbolism in Asian poetry/lyrics.	• **Araling Panlipunan:** Geography of Southeast Asia and maritime links. • **Science:** Properties of light and shadows (optics).	• **ESP (Edukasyon sa Pagpapakatao):** Values of respect, integrity, and self-control. • **English:** Assertive communication techniques.	• **Physical Education:** Movement and coordination. • **Music/Arts:** Aesthetic application.
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:	● **Exit Ticket:** Students must list one technique used in Asian court music and explain its purpose in one sentence. ● **Observation Checklist:** Teacher monitors group discussions to ensure all members contribute to the technical analysis.	● **Peer Feedback:** Students provide one 'star' (strength) and one 'wish' (improvement) for their partner's puppet design based on technical concepts discussed. ● **Oral Questioning:** Randomly selecting students to explain the significance of the 'Gong' in Southeast Asian culture.	● **Situational Analysis:** A short written quiz where students must provide a 'self-regulation' strategy for three different conflict scenarios in sports. ● **Performance Rubric:** Evaluating the role-play based on the clarity and effectiveness of the boundary-setting communication.	● **Integration Rubric:** Grading students on their ability to execute Asian artistic concepts (50%) and their demonstration of physical boundary awareness (50%). ● **Self-Reflection Paper:** A short paragraph on 'How self-regulation helped me become a better performer today.'
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:	● Encourage students to watch a short documentary on the 'Gamelan' of Indonesia and note similarities with the	● Students are asked to find a YouTube video of a Wayang Kulit performance and identify three instruments	● Students create a 'Class Charter of Respect' for their next actual physical education game session.	● Ask students to observe physical boundaries in their local community festivals or church activities and write a

	Philippine 'Kulintang'.	they recognize.		short observation log.
Reflections:	• Reflect on how many students were able to distinguish between 'folk' and 'court' styles. • Consider if the visual aids were sufficient for learners with lower reading proficiency.	• Did the use of local materials help in understanding the 'process' of traditional art? • How did the kinesthetic learners perform during the rhythm echo?	• How did the students react to the term 'non-consensual'? Was the language appropriate for their maturity level? • Did the role-play feel authentic to their real-life experiences in the schoolyard?	• Did the integration of PE/Health with Music/Arts feel natural to the students? • Which groups struggled most with the boundary-setting aspect, and what intervention is needed next week?