LESSON PLAN TEMPLATE

Lesson Title	Cultural Foundations and Strategic Movements: Navigating Philippine Arts and Games
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: Discuss the relevant cultural, socio - economic for business, and ethnic considerations and standards in the performing and visual arts industries. Physical Education and Health: Introduction to the principles and concepts of Target Games (Unopposed, Opposed, and Combative) and Invasion Games. **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:	By the end of the session, learners should be able to: ● Identify	By the end of the session, learners should be able to: ● Analyze	By the end of the session, learners should be able to: ● Define the	By the end of the session, learners should be able to: ● Explain the

	relevant cultural and ethnic considerations in performing and visual arts within the Philippine context. ● Discuss the importance of cultural sensitivity and ethnic standards in local art productions.	socio-economic factors that influence the business aspect of the performing and visual arts industries. ● Explain standard business practices and ethical considerations for Filipino artists and performers.	principles and concepts of Target Games (Unopposed, Opposed, and Combative). ● Distinguish between different types of target games through active participation.	core principles of Invasion Games, focusing on offense and defense. ● Develop a simple strategy for an invasion-style game based on Philippine traditional games.
Learner Context:	Learners show high engagement with visual media and social media trends but have limited awareness of the indigenous roots of Philippine arts. They possess strong visual-spatial skills. A few learners struggle with complex vocabulary related to sociology and anthropology. Many are enthusiastic about local festivals (Fiestas) but view them primarily as entertainment rather than cultural standards.	Students are increasingly interested in the 'gig economy' and digital entrepreneurship. They exhibit strengths in creative brainstorming. However, some learners from low-income backgrounds may find the concept of 'art as business' distant or secondary to immediate survival needs. Many perceive arts as a hobby rather than a viable socio-economic career path.	Learners are highly kinesthetic and enjoy competitive physical activities. Most are familiar with traditional games like 'Tumbang Preso' but lack the terminology to classify them. Some learners with physical coordination challenges are hesitant to participate in 'Combative' target games, while others show high leadership potential during team play.	The class responds well to high-energy, team-oriented tasks. They exhibit strong social bonds but sometimes struggle with conflict resolution during intense gameplay. A few students are visual learners who need to see a play 'mapped out' before they can execute it physically. The majority have played 'Patintero' but have never analyzed it strategically.
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 Scavenger Hunt:** Display 5 images of Filipino art forms (e.g., T'nalak weaving, Kalinga tattoos, Igorot dances). Learners must quickly identify the ethnic group associated with each.	**Price Tag Game:** Present images of local artworks (e.g., a painting, a hand-woven bag, a concert ticket). Students guess the 'fair price' based on labor, materials, and cultural value.	**Target Warm-up:** A 'Paper Ball Toss' where students aim at buckets at varying distances to introduce the concept of accuracy and distance.	**Territory Tag:** A small-scale game where students try to step into a designated 'safe zone' guarded by a 'sentinel' to introduce the concept of 'invading' space.
Flow:	**I. Scaffolding:** The teacher provides a 'Culture Map' graphic organizer to help learners categorize ethnic symbols and meanings. **II. Social Learning:** Group discussion on 'Cultural Appropriation vs. Appreciation' using a recent news case in the Philippines. **III. Checks for Understanding:** Stop-and-Share moments where students explain a cultural standard to a partner. **IV. Active Retrieval:** A 'Fast-Fact' drill where students recall ethnic motifs discussed earlier.	**I. Scaffolding:** Introduction of a 'Creative Business Canvas' template. **II. Active Retrieval:** Recap of yesterday's cultural standards and how they affect market value. **III. Social Learning:** Small groups act as 'Art Consultants' to help a local weaver set standards for an export business. **IV. Checks for Understanding:** A 'True or False' flashcard activity regarding intellectual property and fair trade in the arts.	**I. Scaffolding:** Use a Venn Diagram on the chalkboard to categorize Unopposed vs. Opposed games. **II. Active Retrieval:** Ask students to name 3 local games and decide which category they fall into. **III. Social Learning:** Peer-led demonstrations of 'Tumbang Preso' (Opposed) and 'Sipa' (Unopposed). **IV. Checks for Understanding:** Pause the game to ask players what their primary strategy is for hitting the target.	**I. Scaffolding:** Use a magnetic board or chalkboard to draw a 'Patintero' court and use markers to represent players' movements. **II. Checks for Understanding:** Asking students, 'If the defender moves left, what should the attacker do?' **III. Social Learning:** Team 'Huddles' where groups must come up with one offensive and one defensive 'secret play'. **IV. Active Retrieval:** Comparing the principles of Invasion Games with previously learned Target Games.
Learning Resources:	• Laptop/Projector • Slide	• PowerPoint on Creative Industries	• Chalkboard • Recycled materials	• Magnetic Board/Markers

	Presentation on Philippine Ethnic Arts ● Printed Culture Map organizers	● Case studies of successful Filipino art businesses ● Worksheets: Creative Business Canvas	(cans, slippers, balls) ● Whistle ● Printed classification guide	● Cones or Chalk for floor marking ● Audio/Speakers for signal music
Opportunities for integration:	Integrates with Araling Panlipunan (Indigenous Peoples' Rights) and Values Education (Respect for Diversity).	Integrates with TLE (Entrepreneurship) and Mathematics (Pricing and Profit/Loss).	Integrates with Science (Force and Motion/Projectile Motion) and Mathematics (Geometry/Angles of release).	Integrates with Araling Panlipunan (Historical 'invasions' and defense strategies) and Values Education (Teamwork 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:	A 3-2-1 exit slip: 3 ethnic standards learned, 2 cultural considerations for artists, and 1 question remaining.	Completion of a mini-business plan for a local art form, focusing on socio-economic impact and fair labor standards.	Skill Check: A checklist where students identify the type of game being played in 5 different scenarios provided by the teacher.	Peer-Assessment: Each team evaluates their opponent's defensive strategy using a simple 'Strategy Rubric' (Clarity, Coordination, Effectiveness).
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:	Interview a local community elder or artisan about the specific 'dos and don'ts' of their local craft or dance.	Research one Filipino government agency (e.g., DTI, NCCA) that supports local	Ask students to create a 'modified' target game using household items and write down the rules focusing on	Observe a local basketball or soccer game in the community and write a short paragraph on how

		artists and list their business requirements.	safety and 'Opposed' mechanics.	'Invasion Game' principles are applied.
Reflections:	Reflect on: How did the learners respond to the discussion on cultural appropriation? Were the visual aids sufficient for those with vocabulary barriers?	Reflect on: Did the students connect the socio-economic discussion to their own community's products? How can I make business terms more accessible?	Reflect on: Were the students able to differentiate 'Combative' from 'Opposed' target games? How can I better support students with lower motor skills?	Reflect on: Did the 'Huddle' strategy improve team coordination? How did I address the conflict resolution when a team felt a 'tag' was unfair?