LESSON PLAN TEMPLATE

Lesson Title	Cultural Identity and Physiological Vitality: A MAPEH Perspective
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: Evaluate the relevance of selected Western Music and Arts concepts and practices when applied to Filipino cultural identity and diversity. Physical Education and Health: Examine impact of physical activity participation on reproductive process. **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:	● Identify Western Music and Arts concepts	● Evaluate the relevance of Western Music and Arts	● Describe the physiological relationship between physical	● Propose a balanced physical activity plan that

	present in local Filipino traditions. ● Compare and contrast Western artistic elements with indigenous Filipino aesthetics.	concepts to the preservation of Filipino cultural diversity. ● Create a simple critique on how Filipino artists adapt Western styles to express local narratives.	activity and the reproductive system. ● Examine the positive and negative impacts of exercise intensity on the reproductive process.	supports reproductive health and overall well-being. ● Discuss the impact of lifestyle choices on the long-term reproductive process in a Filipino family context.
Learner Context:	Learners show a high interest in contemporary pop culture and digital media but often lack awareness of the Western origins of specific musical and artistic techniques. While they are enthusiastic about local festivals (Fiestas), some students struggle with the abstract vocabulary used to describe artistic movements. The class has mixed readiness levels, requiring visual aids and concrete examples to bridge the gap between Western theory and Filipino practice.	The learners are highly responsive to hands-on activities and visual storytelling. A barrier identified is the tendency to view Western styles as superior; however, their strength lies in their pride for local community celebrations. They respond well when the lesson connects to their specific regional identity (e.g., local weaving or folk songs).	Learners are generally active, with many participating in school sports. However, there is a noticeable level of shyness or discomfort when discussing reproductive health. They perform best when information is presented scientifically and objectively, using clear diagrams to overcome the 'taboo' nature of the topic.	The class exhibits a strong sense of community and family values. Some students face barriers like limited space for exercise at home or responsibilities (chores) that act as their primary physical activity. They respond well to scenarios that involve family members or community health issues.
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 Walk:** Display images of Filipino churches (Baroque influence) and listen to snippets of Philippine Harana (Spanish influence). • **Quick Poll:** Ask students which elements look 'Filipino' and which look 'Foreign'.	• **Soundscape Challenge:** Play a mix of traditional instruments (Kulintang) and Western instruments (Piano). Students guess the mood and origin.	• **KWL Chart:** Students write what they Know and Want to know about how 'working out' affects their bodies internally.	• **Scenario Analysis:** Present a story of a local athlete and a sedentary student. Ask the class to predict their long-term health outcomes.
Flow:	• **Introduction:** Define key Western concepts (e.g., Harmony, Proportion, Chiaroscuro) using local examples like the Spoliarium by Juan Luna. • **Scaffolding:** Break down the components of a local fiesta—costumes, music, and decorations—to identify	• **Active Retrieval:** Recall the Western concepts from the previous session via a quick 'Fact or Bluff' game. • **Direct Instruction:** Discuss 'Indigenization'—how Filipinos modified the Zarzuela into the Sarswela. • **Collaborative Task:** Groups	• **Introduction:** Use a Smart TV to show a 3D animation of the endocrine system and its link to the reproductive organs. • **Scaffolding:** Explain hormonal balance (endorphins, estrogen, testosterone) in simple terms related to physical exertion. • **Active**	• **Review:** Brief recap of the 'Exercise-Hormone' link from Session 3 using a whiteboard mind map. • **Social Learning:** 'Circle of Support'—Small groups discuss common Filipino myths about exercise and menstruation/fertility (e.g., 'no

	European or American influences. ● **Social Learning:** In small groups, students analyze a contemporary OPM song to find Western pop structures (Active Retrieval). ● **Checks for Understanding:** Use 'Think-Pair-Share' to discuss if these Western influences make the art 'less' Filipino.	design a mini-poster for a fictional local festival that uses a Western art style (e.g., Impressionism) to depict a Filipino harvest scene. ● **CFU:** Circulate among groups to ask how their design reflects Filipino values despite the Western style.	**Retrieval:** Ask students to list body changes during exercise (sweating, heart rate) and link them to internal health. ● **Inclusive Strategy:** Provide 'Privacy Folders' for students who feel uncomfortable writing responses about reproductive health in the open.	bathing after exercise'). ● **Application:** Students design a 'Family Fitness Plan' that includes moderate activities (like brisk walking or folk dancing) suitable for different family members. ● **CFU:** Groups present one 'Myth vs. Fact' they discussed.
Learning Resources:	● Laptop/Projector for visual presentations ● Audio speakers for music samples ● Printed worksheets featuring local and Western artworks	● Art supplies (crayons, markers) ● Projector for displaying Sarswela clips ● Whiteboard for brainstorming	● 3D Diagrams/Posters of the Human Body ● PowerPoint presentation on Hormone Functions ● Printed Handouts on Exercise and Health	● Worksheets for the Fitness Plan ● Case study printouts ● Markers and Manila paper
Opportunities for integration:	● Social Studies (History of colonization) ● English	● Arts and Design (Visual composition)	● Science (Biology/Physiology) ● Values Education	● Health (Family Planning and Responsible Parenthood)

	(Descriptive vocabulary)	• Filipino (Sarswela as a literary and musical form)	(Self-care and Body Respect)	• Mathematics (Calculating heart rates/time for exercise)
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:** Students compare a specific Western art piece with a Filipino counterpart (e.g., European Cathedral vs. Miag-ao Church). • Oral recitation on the definition of 'cultural fusion'.	• **Peer Review:** Groups present their posters and explain the 'relevance' of the Western style used to their Filipino theme. • Exit ticket: 'One way Western art helps us tell our story is...'	• **Labeling Activity:** Students match physical activities (moderate vs. extreme) with their likely effects on the reproductive cycle (e.g., improved circulation vs. hormonal stress). • Quick 'Check-in' cards (Green/Yellow/Red) for understanding levels.	• **Personal Action Plan:** A written commitment identifying three specific physical activities they will maintain to support their reproductive health. • Rubric-based assessment of the 'Family Fitness Plan'.
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:	• Research a local artist in their community	• Interview a family member about their	• Create a simple 'Exercise Log' and	• Encourage students to lead a 5-minute

	and identify one Western technique they use.	favorite traditional song and check for Western musical influences (like the beat or instruments).	note how they feel physically and emotionally after 20 minutes of movement.	stretching session with their family at home and document the experience.
Reflections:	Reflect on whether students were able to distinguish between 'influence' and 'identity'. Did the visual aids effectively support the lower-readiness learners?	Consider if the 'Indigenization' concept was too complex. How can the next session better support students who struggle with critical evaluation?	Did the students' shyness hinder participation? Evaluate the effectiveness of using scientific terminology to normalize the discussion.	Assess whether the integration of local myths helped clarify misconceptions. Were the learners able to connect physical activity to long-term family well-being?