LESSON PLAN TEMPLATE

Lesson Title	Contemporary Expressions and Adolescent Well-being: Bridging Arts and Mental Health
Learning Area/s	MAPEH
Name of Teacher/s	DEPED TAMBAYAN PH (Visit www.depedtambayanph.net for more downloads.)
Grade Level and Section	Grade 7
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 how representative contemporary and emerging performing and visual arts of the Philippines and selected Southeast Asian countries influence their cultural identity and diversity. • Physical Education and Health: Discuss common adolescents' concerns that can affect mental health. **Content Standards:** N/A **Performance Standards:** N/A			
	Session 1	**Session 2**	**Session 3**	**Session 4**
Learning Objectives:	● Identify representative contemporar	● Compare representative contemporar	● Discuss common adolescent concerns	● Synthesize how contemporary arts can

	y Philippine visual arts and explain their role in shaping local cultural identity. ● Discuss the influence of modern artistic styles on the perception of Filipino traditions.	y performing arts of the Philippines and selected Southeast Asian countries. ● Evaluate how these performing arts contribute to regional cultural diversity.	(academic pressure, social media, body image) that affect mental health. ● Identify the link between cultural expectations and adolescent stress.	serve as a medium for expressing adolescent concerns and promoting mental well-being. ● Create a simple creative output that reflects personal identity or a mental health message.
Learner Context:	Learners show a strong preference for visual stimuli and often engage with digital art through social media. While many demonstrate a high interest in modern aesthetics, there is a noted gap in connecting these styles to traditional roots. A segment of the class struggles with abstract concepts, requiring concrete examples and scaffolding during discussions.	The class responds exceptionally well to rhythmic and melodic activities. Some learners exhibit barriers in articulating complex comparisons in English, necessitating the use of graphic organizers. There is a general curiosity about K-Pop and P-Pop, which can be used as a bridge to broader SE Asian contemporary arts.	Learners are currently experiencing high academic demands, and some have expressed anxiety regarding peer pressure. While they are empathetic, some find it difficult to talk about mental health due to cultural stigmas. They prefer hands-on activities over long lectures to maintain focus.	Learners thrive in collaborative, creative tasks. Mixed-readiness levels allow for peer-to-peer mentoring where more proficient artists help those who find visual expression challenging. Their interest in social media 'trends' can be channeled into positive advocacy.
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 Hunt:**	**Soundscape Trip:**	**The 'Stress**	**Gallery Walk:** A

	Learners will view a digital collage of contemporary murals from Bonifacio Global City (BGC) and traditional weaving patterns, identifying which elements feel 'modern' versus 'traditional.'	Playing short clips of P-Pop (Philippines) and T-Pop (Thailand) or modern Gamelan fusion (Indonesia). Learners guess the origin based on instruments heard.	**Bucket':** Learners anonymously write one thing that makes them 'stressed' or 'worried' on a piece of paper and drop it into a decorated box.	quick look at artworks that specifically tackle mental health or youth identity (e.g., 'hugot' art or advocacy posters).
Flow:	**1. Scaffolding:** The teacher introduces the concept of 'Contemporary Art' using local examples like the works of Ronald Ventura or Leeroy New. **2. Active Retrieval:** Using a 'Quick-Fire' round, students recall traditional art forms they learned in previous grades. **3. Social Learning:** In small groups, learners analyze how a specific mural or installation reflects Filipino values like 'Bayanihan' or 'Resiliency.' **4. Checks for Understanding:** The teacher uses 'Thumbs Up/Down' to verify if learners can distinguish between 'traditional' and 'contemporary' influences in sample images.	**1. Scaffolding:** Teacher provides a Venn Diagram template to guide the comparison of performance styles (costume, music, movement). **2. Social Learning:** Students work in 'Regional Teams' to research a specific SE Asian modern dance or musical group. **3. Checks for Understanding:** 'Stop and Chat' breaks during video presentations where pairs discuss one unique feature they noticed. **4. Active Retrieval:** A 'Pop Quiz' matching instruments to their respective SE Asian countries.	**1. Scaffolding:** The teacher defines mental health using the 'Health Triangle' model to ensure a safe vocabulary. **2. Active Retrieval:** Learners recall the 'Physical Health' topics from previous quarters and relate them to how the body feels when stressed. **3. Social Learning:** 'Case Study Circles' where groups read a scenario about a Filipino teen facing social media pressure and brainstorm supportive advice. **4. Checks for Understanding:** 'Exit Ticket' asking students to name two common adolescent concerns discussed.	**1. Scaffolding:** Teacher demonstrates how symbols (like a seedling or a stormy cloud) can represent feelings. **2. Social Learning:** In 'Creative Collectives,' students choose between making a poster, a short poem, or a rhythmic chant that promotes mental health awareness through art. **3. Active Retrieval:** Students must explain which SE Asian or PH contemporary style influenced their chosen 'look' or 'sound.' **4. Checks for Understanding:** Peer feedback sessions using the 'Two Stars and a Wish' method.
Learning Resources:	● Projector/Smart TV	● Audio/Speakers	● Chalkboard/ Whiteboard	● Art supplies (crayons,

	• PowerPoint Presentation featuring PH Contemporary Artists • Printed activity sheets with image analysis prompts	• YouTube clips of SE Asian contemporary performances • Venn Diagram worksheets	• Printed Case Studies (localized scenarios) • 'Stress Bucket' box	markers, recycled paper) • Smart TV for background music/inspiration • Rubric for creative output
Opportunities for integration:	Integration with Araling Panlipunan through the discussion of historical context and social changes reflected in modern art.	Integration with English/Literacy through the use of comparative language and descriptive adjectives in the Venn Diagram.	Integration with Values Education (EsP) by focusing on empathy, self-worth, and seeking help within the community.	Integration with Health and Music/Arts (Holistic MAPEH application) by using art as a coping mechanism for mental health.
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:	**Identity Map:** Learners create a simple mind map showing one contemporary art form and listing three ways it represents Filipino identity today.	**Comparison Matrix:** A completed table comparing a Philippine performance with one from another SE Asian country, focusing on how they show 'diversity.'	**Concern Checklist:** Students categorize a list of situations as 'Healthy Challenges' or 'Mental Health Concerns' based on the discussion.	**The 'Art-Advocacy' Project:** A finished creative output (poster, slogan, or song snippet) with a 2-sentence explanation of its meaning and cultural influence.
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:	Learners are encouraged to take a photo of any public art (mural,	Ask learners to find a video of a contemporary dance that uses a	Create a 'Self-Care Checklist' containing three simple activities	Encourage learners to share their creative work with a family

	statue, or unique architecture) in their local community to share in the next session.	traditional instrument and bring the link to class.	they can do at home when feeling overwhelmed.	member and discuss one way they handle stress together.
Reflections:	Reflect on whether the visual aids effectively bridged the gap for learners with lower readiness levels. Did the use of local murals increase engagement?	Consider if the audio-visual quality was sufficient to help learners distinguish between different cultural nuances. Were the graphic organizers helpful for the struggling writers?	Assess the classroom climate; did students feel safe sharing? Are there specific concerns in the 'Stress Bucket' that require a follow-up with the school guidance counselor?	Did the integration of Arts and Health make the mental health topic more approachable? How did the hands-on activity accommodate the visual and kinesthetic learners?