

LESSON PLAN TEMPLATE

Lesson Title	Voices of Our Heritage: Crafting and Publishing Cultural Narratives
Learning Area/s	English
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: • Publishing an original literary text that reflects culture: o Publish an original literary text that reflex culture: Poem/prose. Content Standards: The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (poetry and prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect local and national identity. Performance Standards: The learners analyze the style, form, and features of Philippine poetry (lyric, narrative, dramatic) and prose (short story and novel); evaluate poetry and prose for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (poem and short story) that represents their meaning, purpose, and target audience, and reflects their local and national identity.			
	Session 1	Session 2	Session 3	Session 4

Learning Objectives:	- Identify specific cultural elements, traditions, or local myths within the community that can serve as the foundation for a literary text. - Create a visual concept map linking personal identity to local Filipino traditions.	- Apply the structural features of Philippine poetry or prose in drafting an original literary piece. - Incorporate sensory details and local imagery to enhance the cultural clarity of the text.	- Evaluate peer drafts for clarity of meaning, purpose, and target audience using a structured rubric. - Revise the original text based on feedback to ensure it accurately reflects local and national identity.	- Produce a multimodal version of the original literary text for publication. - Reflect on the publishing process and how the final piece represents their identity as a Filipino learner.
Learner Context:	- The learners show high enthusiasm for storytelling and sharing personal anecdotes about their families and hometowns. - While they possess strong verbal communication skills, many struggle with translating abstract cultural concepts into written English. - The majority are visual learners who respond well	- Learners have demonstrated a preference for collaborative work and often seek immediate feedback on their writing. - Strengths include a rich knowledge of local vernacular terms that can be used for local color. - Barriers involve difficulty in maintaining consistent tone and structure in a second	- Learners respond well to structured peer feedback but sometimes struggle with giving constructive criticism. - Many learners are motivated by seeing their peers' work but can be sensitive to corrections. - Strengths lie in their shared cultural context, allowing them to easily spot inaccuracies in cultural	- Learners are highly motivated by the prospect of 'publishing' their work for others to see. - They enjoy using technology or creative arts but have varying levels of access to digital tools. - Barriers include limited time for complex digital editing; therefore, a choice between digital and physical

	to imagery and graphic organizers. Barriers include varying levels of English vocabulary and some hesitation in formal writing.	language.	representation.	publishing is provided.
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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:	'Culture Snapshot': Learners are asked to bring or describe one object from their home that represents their family tradition (e.g., an old recipe, a religious icon, or a handcrafted item).	'Word Wall': Collaborative brainstorming of 'sensory words' in English and their local equivalents related to Filipino life (e.g., the smell of 'sinangag', the sound of a 'tricycle').	'The Editor's Eye': A brief activity where the class collectively edits a short, purposely vague paragraph to make it more 'culturally descriptive'.	'Publishing Preview': Showing examples of multimodal texts (e.g., a poem with a background photo or a story with an illustration).
Flow:	Active Retrieval: Use a 'Gallery Walk' of local images (festivals, Filipino food, family gatherings)	Scaffolding : Provide structural templates for both a poem (stanza/meter) and a short story (plot	Social Learning: 'Critique Circles' where learners are grouped to read each other's drafts and	Scaffolding : Provide a 'Multimodal Menu' allowing learners to choose between a digital slide, a decorated

	to prompt learners to recall specific sensory details. ● Scaffolding : Provide a 'Cultural Elements Organizer' where learners categorize their chosen topic into themes like 'Values', 'Traditions', or 'Folklore'. ● Checks for Understanding: Conduct a 'Think-Pair-Share' where learners explain their concept map to a partner to ensure their cultural focus is clear and specific. ● Social Learning: Groups discuss the significance of their chosen topics to the local community identity.	mountain) based on their choice. ● Modeling: Display a sample poem about a Filipino 'palengke' and analyze its use of imagery and cultural markers. ● Active Retrieval: Learners use their interview notes from Session 1 to fill in the 'Sensory Detail' section of their draft. ● Checks for Understanding: 'Stop and Scribble' sessions where the teacher checks individual drafts for alignment with the chosen cultural theme.	provide one 'Glow' (strength) and one 'Grow' (area for improvement). ● Checks for Understanding: The teacher moves between groups, using 'Targeted Questioning' to help learners clarify their purpose and audience. ● Scaffolding : Provide a 'Revision Guide' focusing on word choice, clarity of cultural message, and grammatical flow. ● Active Retrieval: Learners revisit their Session 1 objectives to ensure their revised draft still meets the original cultural intent.	poster, or a recorded reading. ● Active Retrieval: Learners apply the final edits discussed in Session 3 to their 'publishing' version. ● Social Learning: 'Class Gallery Walk' or 'Digital Showcase' where learners view and comment on each other's published works using sticky notes or digital comments. ● Reflective Practice: Learners write a short reflection on the prompt: 'How does my work help others understand my culture?'
Learning Resources:	● Projector/Smart TV for image	● PowerPoint presentation on structural	● Printed Peer Feedback Rubrics	● Laptop/Computer for digital

	- display - Printed 'Cultural Elements' worksheets - Chalkboard for mind-mapping	features of poetry and prose Drafting templates (printed worksheets)	- Revision Guide Worksheets - Whiteboard for highlighting common revision points	publishing - Art supplies (markers, paper) for physical posters - Projector for the Digital Showcase
Opportunities for integration:	Araling Panlipunan : Integration of local history and community heritage. Values Education (EsP): Discussion on the importance of preserving Filipino identity and 'Pagpapahalaga sa Kultura'.	Arts: Discussion on imagery and how words create 'mental paintings' of Filipino landscapes.	Media and Information Literacy: Understanding the concept of 'Target Audience' and 'Message Clarity'.	ICT: Creating digital layouts for the multimodal text. MAPEH (Music/Arts): Integrating visual design principles or background music for the presentation.
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:	- Submission of the completed Concept Map and a one-paragraph rationale for their chosen cultural theme. - Observation of peer	- First draft of the literary text (poem or short prose) highlighting at least three cultural markers. - Peer checklist focusing on	- Revised second draft showing visible changes based on peer and teacher feedback. - Completion of the Peer Feedback Rubric for a	- The final Published Multimodal Literary Text (Poem or Prose). - Written Reflection on cultural identity and the publishing process.

	discussions during the Think-Pair-S hare activity.	the presence of local imagery.	classmate.	
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 interview an elder in their family or neighborhood to gather one specific detail or story related to their chosen theme.	Learners search for a local melody or rhythm that matches the mood of their poem or story for future multimodal application.	Learners begin brainstorming visual or audio elements (photos, drawings, background music) they will add to make their text 'multimodal'.	Encourage learners to share their work with their families or post it on a school-approved community board/newsletter.
Reflections:	- Did the visual aids help the learners narrow down their cultural focus? - Which learners required more one-on-one assistance in conceptualizing their topics?	- Which genre (poetry or prose) did the learners find easier to draft? - How effectively did learners incorporate the sensory details from the Word Wall?	- How did the learners handle the feedback process? - Are there recurring grammatical or structural issues that need a mini-lesson in the next session?	- Did the multimodal approach increase learner engagement? - How well did the final products reflect the learners' local and national identity?