LESSON PLAN TEMPLATE

Lesson Title	Creative Industries Technology Challenges and the One Health Framework
Learning Area/s	MAPEH
Name of Teacher/s	DepED Tambayan PH (Visit www.depedtambayanph.net for more downloads.)
Grade Level and Section	Grade 10
No. of Sessions	4 Sessions
References	None specified
Declaration of AI use	Consistent with the policy guidelines on the use of AI in basic education, I, DepED Tambayan PH (Visit www.depedtambayanph.net for more downloads.), hereby declare that I have used AI tools to assist in the preparation and delivery of teaching and learning materials. I used Gemini AI for limited support tasks, specifically for rephrasing, organizing, and refining the text and structure of this lesson plan, after I had already defined the learning objectives and the ILAW instructional framework. The prompt(s) used were: "Generate a detailed 4-session lesson plan structure based on these standards: Music and Arts: Analyze the challenges and issues encountered by artists and practitioners in select...". I affirm that the use of AI tools was intended solely to enhance the quality of instructional material and support the teaching and learning process. All outputs have been reviewed, adapted, edited, and validated using my professional expertise and agency to ensure accuracy, appropriateness, and alignment with learners' developmental needs/levels. Likewise, I affirm that no confidential learner information or sensitive institutional information/data was shared with the AI platform/app identified above in the process.

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: Analyze the challenges and issues encountered by artists and practitioners in selected Philippine creative industries in relation to the use of available technologies. Physical Education and Health: Integrate the concept of One Health in understanding the interdependence of human, animal, and environmental health (Part 1: Core Concepts).

	Content Standards: n/a **Performance Standards:** n/a			
	Session 1	**Session 2**	**Session 3**	**Session 4**
Learning Objectives:	● Identify the different sectors of the Philippine creative industries. ● Explain how technology is utilized by artists and practitioners in these industries.	● Analyze the specific challenges and issues (e.g., copyright, piracy, AI displacement) encountered by Filipino artists in the digital age. ● Propose potential solutions or ethical practices to address these technological issues.	● Define the core concept of One Health. ● Examine the interdependence between human health and animal health.	● Explain the role of the environment in the One Health framework. ● Synthesize the interdependence of human, animal, and environmental health as a holistic system.
Learner Context:	The class consists of learners with mixed readiness levels. A significant majority shows high engagement when presented with visual aids and interactive, hands-on activities. Some students may face barriers in abstract conceptualization without concrete examples of modern creative tools.	Learners have shown a preference for collaborative work. Their visual-learning strength can be leveraged through case studies and infographics regarding intellectual property and artist rights.	Given the mixed readiness levels, the introduction of health concepts will utilize visual diagrams and real-life examples of zoonotic diseases to make the interdependence concrete for the students.	Learners respond well to hands-on activities; therefore, a synthesis activity involving the creation of a 'One Health' model will help solidify their understanding of the environmental component.

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:	A visual presentation showing a side-by-side comparison of traditional Philippine art forms versus their modern, technology-enhanced counterparts (e.g., traditional weaving vs. digital textile design).	A 'Fact or Fiction' activity focused on common myths about online content usage and copyright laws in the Philippines.	A 'Connection Web' activity where students draw lines between images of humans, domestic animals, and wildlife to guess how their health might be linked.	A brief brainstorming session on how a polluted river (environmental health) affects the fish (animal health) and the people who eat them (human health).
Flow:	The session begins with an interactive discussion defining the Philippine creative industries (film, animation, music, etc.). Students will then participate in a 'Tech-Scan' activity where they identify specific hardware and software used in these fields. The lesson concludes with a teacher-led demonstration of how technology has shifted the production landscape in the local context.	The session focuses on a collaborative case study analysis. Groups will be assigned specific issues such as digital piracy, the rise of AI-generated art, and the digital divide. Each group will present the challenges faced by practitioners in their assigned area and brainstorm ethical ways to use available technologies while protecting the artist's work.	The lesson introduces the One Health concept, emphasizing that human health is not isolated. Using visual aids, the teacher explains how diseases can spread between animals and humans (zoonosis). Students will engage in a mapping activity to identify common environments where humans and animals interact and the health risks involved.	This final session completes the One Health triad by focusing on environmental health. The class will discuss how climate change and pollution affect the other two pillars. The main activity is a group 'System Mapping' exercise where students create a visual representation showing the complete interdependence of all three sectors within a local community context.
Learning Resources:	● Laptop/Computer ● Projector/Smart TV	● Printed Activity Sheets ● Case Study	● Projector/Smart TV ● Visual Diagrams of	● Chalkboard/Whiteboard ● Activity Sheets

	● PowerPoint Presentation ● Audio/Speakers	Handouts ● Whiteboard	the One Health Triad ● Printed Worksheets	● Markers and Large Paper
Opportunities for integration:	Integration of ICT (Information and Communication Technology) and TLE through the discussion of digital tools and media production.	Integration of Values Education through the discussion of ethics, respect for intellectual property, and fair compensation for labor.	Integration of Science (Biology) through the discussion of pathogens and disease transmission vectors.	Integration of Araling Panlipunan (Environmental Awareness) and Science (Ecology) through the discussion of ecosystem balance.
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 short identification quiz where students match specific Philippine creative industries with the technological tools commonly used in their production.	A 'Problem-Solution' matrix where students list three technological challenges and propose a corresponding ethical solution for each.	A graphic organizer where students illustrate the link between a specific animal health issue and its potential impact on human health.	An exit slip where students must write one sentence explaining why a 'One Health' approach is more effective than looking at human health alone.
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:	Students are tasked to interview or research one local digital artist or content creator regarding the specific tools they use daily.	Create a simple infographic or digital poster advocating for the 'Support Local Artists' campaign, highlighting the importance of original work.	Students will list five household or community practices that help maintain both human and animal well-being (e.g., proper pet vaccination).	Conduct a 'Community Health Walk' (as a home task) to identify one environmental factor in their neighborhood that could affect local health.
Reflections:	Reflect on how	Consider the	Reflect on the	How can a better

	accessible technology is for local artists. Are these tools helping or hindering the preservation of traditional artistic techniques?	impact of artificial intelligence on the future of Filipino practitioners. Will it replace them, or can it be used as a collaborative tool?	recent global health events. How did the animal-human interface play a role in the spread of viruses?	understanding of environmental health change our daily habits? Are we doing enough to protect the ecosystem that supports us?