

LESSON PLAN TEMPLATE

Lesson Title	Identity and Wellbeing: Exploring Contemporary Arts and Adolescent 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: Continuation - 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: Continuation - 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 key characteristics of	• Compare contemporary performing	• Identify common adolescent	• Propose how creative expression

	contemporary and emerging Philippine visual arts. Discuss how these visual arts reflect and influence Filipino cultural identity.	arts in the Philippines with those of selected Southeast Asian (SEA) countries. Analyze how these performing arts contribute to the cultural diversity of the region.	concerns (academic pressure, body image, peer relationships) that affect mental health. Explain how these concerns can impact the overall wellbeing of a Filipino teenager.	(visual and performing arts) can serve as a coping mechanism for adolescent concerns. Create a simple artistic plan or 'Identity Shield' to promote mental wellbeing.
Learner Context:	Learners exhibit strong visual-spatial intelligence but vary significantly in their conceptual understanding of 'contemporary' versus 'traditional' art. A segment of the class struggles with academic vocabulary but responds enthusiastically to local street art and digital illustrations. Some learners face barriers in articulating abstract ideas due to language proficiency gaps.	The class shows a high interest in music and dance, particularly trending social media performances. However, knowledge of neighboring Southeast Asian cultures is limited. Some students are reluctant to participate in physical movement due to self-consciousness or physical barriers.	Students are increasingly aware of 'mental health' as a buzzword but often lack the vocabulary to describe specific concerns. Many learners face significant academic pressure and social media-induced anxiety. A few learners may find these topics sensitive due to personal or family experiences.	Learners respond well to hands-on, creative tasks. They are most engaged when they can personalize their work. The barrier for this session is the potential lack of confidence in their own 'artistic ability', which may lead to hesitation in starting the task.
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	Audio-Visu	Safe Space	Review:

	Prompt: Display images of local murals (e.g., Bonifacio Global City street art) and traditional weaving patterns. • Question: Which one feels more like 'the Philippines today' and why?	al Hook: Play short clips of a modern P-Pop performance and a contemporary Thai or Indonesian dance-pop fusion. • Poll: Ask students to identify similarities in rhythm or costume.	Setting: Establish 'Ground Rules' for respectful listening. • Anonymous Brainstorming: Students write one thing that 'stresses out' people their age on a slip of paper and drop it in a 'Concern Box'.	Recall the contemporary artists from Session 1 who used art to express struggle or identity. • Mood Check: Students use a 'Color Palette' to indicate their current feeling.
Flow:	Step 1: Scaffolding (10 mins). Present a timeline of Philippine art, bridging traditional folk arts to modern muralism and digital art. Use local examples to make the transition concrete. Step 2: Active Retrieval (10 mins). Think-Pair-Share: Learners recall local monuments or public art in their community and identify Filipino symbols present in them. Step 3: Social Learning (20 mins). Group Activity: Analyze selected contemporary Filipino artists	Step 1: Scaffolding (10 mins). Use a Venn Diagram on the board to compare Filipino performing arts with an SEA neighbor (e.g., Indonesia's contemporary Gamelan fusion). Focus on shared roots and modern influences. Step 2: Social Learning (20 mins). 'Cultural Carousel': Four stations representing different SEA countries (Vietnam, Thailand, Indonesia, Philippines). Students rotate to watch 2-minute clips and list 'Modern' vs 'Traditional'	Step 1: Scaffolding (10 mins). Categorize the 'Concern Box' items on the board into themes: School, Family, Friends, Self. Define 'Mental Health' as a spectrum. Step 2: Active Retrieval (15 mins). Case Studies: Present 3 short, relatable scenarios of Filipino teens (e.g., 'Lito' feeling pressured by grades, 'Maria' dealing with social media comments). Groups identify the core concern. Step 3: Social Learning (15 mins). 'Empathy Circle': Small groups discuss: 'If	Step 1: Scaffolding (10 mins). Demonstrate 'Art Therapy' concepts—how colors and shapes can represent feelings without needing to be 'perfect' drawings. Step 2: Active Retrieval (5 mins). Connect mental health concerns (Session 3) to art: 'How would 'stress' look if it were a song or a painting?' Step 3: Social Learning (25 mins). Performance/Visual Task: 'The Identity Shield'. Learners design a shield where one half represents their 'Challenges'

	(e.g., Ronald Ventura, Benedicto Cabrera). Groups discuss: 'How does this artist show what it means to be Filipino in the 21st century?' Step 4: Check for Understanding (10 mins). Brief plenary where each group shares one specific 'identity marker' found in their assigned artwork.	elements. Step 3: Checks for Understanding (15 mins). 'Signal Cards': Teacher reads statements about SEA arts, and students hold up colored cards (Agree/Disagree/Not Sure) to gauge comprehension of cultural diversity.	Lito/Maria were your friend, what signs of stress would you look for?' Step 4: Checks for Understanding (10 mins). Reflection Journal entry: 'Which concern do I think is most common in our school, and why?'	(Concerns) and the other half represents their 'Strengths/Support' (Identity), using contemporary styles discussed in Sessions 1 and 2. Step 4: Check for Understanding (10 mins). Gallery Walk: Students view each other's shields and leave 'sticky note' compliments focusing on the resilience shown.
Learning Resources:	• Projector/Smart TV • PowerPoint presentation on Contemporary Filipino Artists • Printed Activity Sheets with image analysis prompts • Whiteboard and markers	• Laptop and Audio/Speakers • Video clips of P-Pop, Thai Pop, and Modern Indonesian Dance • Venn Diagram worksheets	• Concern Box and paper slips • Case study handouts • Chalkboard/Whiteboard	• Drawing materials (crayons, markers, recycled paper) • Sample 'Identity Shield' template • Sticky notes for peer feedback
Opportunities for integration:	• Araling Panlipunan : Discussing the evolution of Filipino identity post-colonialism. • English/Literacy: Vocabulary building through descriptive art analysis.	• MAPEH (Music): Analyzing rhythmic patterns and instrumentation in SEA contemporary music. • Values Education: Promoting respect for regional diversity and similarities.	• Values Education (EsP): Developing empathy and self-awareness. • Science: Briefly mentioning the biological basis of stress (cortisol/figh	• Arts: Applying contemporary styles (abstraction, symbolism). • Health: Practical application of stress management techniques.

			t-or-flight).	
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:	● Exit Ticket: Learners must write one sentence explaining how a specific contemporary art form (e.g., digital art) represents modern Filipino diversity. ● Observational checklist during group discussions to monitor participation of lower-proficiency learners.	● Comparison Chart: A completed worksheet where students identify one similarity and one difference between Philippine and another SEA country's contemporary performing art.	● Mapping Exercise: Students create a 'Concept Map' linking an adolescent concern (e.g., bullying) to its potential effects on mental health (e.g., isolation, low self-esteem).	● The 'Identity Shield' Project: A tangible artifact showing the integration of art (Session 1/2) and mental health awareness (Session 3). ● A short 2-sentence written reflection on the back of the shield explaining one symbol used.
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:	● Ask learners to take a photo or draw a piece of art in their own neighborhood that they	● Research a contemporary artist from a Southeast Asian country of their choice and write a	● Create a 'Positive Affirmation' card to be given to a classmate anonymously in the next	● Encourage students to keep a 'Doodle Journal' for a week to track their moods

	believe represents their community's identity.	three-sentence summary of their style.	session.	through simple shapes and colors.
Reflections:	● Did the use of local street art examples help bridge the gap for learners with lower readiness? ● Which students struggled to connect art to the concept of 'identity'?	● Were the video choices relatable enough to maintain engagement? ● How did the 'Cultural Carousel' accommodate students with mobility or social anxiety?	● Did the anonymous box encourage honesty among shy students? ● Were any students visibly distressed, and is a follow-up with the guidance counselor needed?	● Did the 'Identity Shield' activity successfully synthesize the Music/Arts and PE/Health competencies? ● How can I further support students who feel they 'cannot draw' to ensure they still meet the health objectives?