

LESSON PLAN TEMPLATE

Lesson Title	Values and Identity: Analyzing Character and Characterization in Afro-Asian Literature
Learning Area/s	English
Name of Teacher/s	DEPED TAMBAYAN PH (Visit www.depedtambayanph.net for more downloads.)
Grade Level and Section	Grade 8
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:

Week 2 Character and Characterization • Analyze literary texts as expressions of individual or communal values within Structural context: o Character o Characterization

Content Standards:

The learners demonstrate their multiliteracies and communicative competence in evaluating Afro - Asian literature (poetry and prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect their expanding cultural identity.

Performance Standards:

The learners analyze the style, form, and features of Afro - Asian literature (poetry and prose); evaluate literary texts for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (poem or prose) that represents their meaning, purpose, and target audience, and reflects their expanding cultural identity.

	Session 1	Session 2	Session 3	Session 4
Learning Objectives:	- Define direct and indirect characterization using examples from Filipino and Afro-Asian narratives. - Identify character traits through speech, thoughts, actions, and reactions of other characters (STEAL method). - Distinguish between physical appearance and internal personality traits.	- Analyze how character traits reflect individual and communal Filipino or Afro-Asian values. - Compare and contrast the values of characters from different cultural backgrounds. - Explain how character decisions are influenced by their social and cultural environment.	- Differentiate between static and dynamic characters. - Identify flat and round characters based on their complexity and development. - Explain the role of a character's transformation (or lack thereof) in delivering the story's message.	- Compose an original character profile that incorporates specific individual and communal values. - Apply direct and indirect characterization techniques in a creative writing piece. - Create a multimodal representation of a character reflecting their own cultural identity.
Learner Context:	Learners in this Grade 8 section exhibit a high degree of visual orientation, responding positively to graphic organizers and video clips. While many can identify basic plot points, some struggle with inferring deeper personality traits from subtle textual clues. There is a notable gap	The class shows a strong sense of community and often discusses family-oriented themes with enthusiasm. However, many find it difficult to articulate the connection between a character's specific action and the broader cultural value it represents. The visual learners in the group benefit	Learners are generally comfortable identifying the protagonist and antagonist but struggle with the nuances of character growth (dynamic vs. static). Some students are hesitant to participate in whole-class discussions but thrive in small-group	The students have shown a strong preference for creative tasks and using art materials. There is a high level of engagement when they are allowed to incorporate their own identities and local culture into their work. Barriers include varying levels of English writing proficiency, which can be mitigated by

	between high-performing readers and those still developing vocabulary. A shared interest in local folk stories and contemporary Filipino digital media is evident, though some students face barriers such as limited access to English reading materials at home.	significantly from seeing values mapped out against character actions. Language barriers occasionally hinder their ability to express complex ethical dilemmas in English.	settings where they can use Filipino to clarify their thoughts before translating to English. The hands-on learners respond well to sorting activities and physical movement.	allowing multimodal expressions (drawing + captions).
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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:	Guess the Character: The teacher displays blurred images or silhouettes of well-known Filipino historical figures or popular Afro-Asian literary characters. Students must guess who they are based on a one-sentence description of their most famous deed or personality trait.	Values Carousel: Four posters are placed around the room with headings: 'Family Loyalty,' 'Respect for Elders,' 'Hard Work,' and 'Community Spirit.' Students place a sticker or mark under the value they think is most important in their own barangay.	The Evolution Game: Students are asked to think of a character from a popular movie franchise (e.g., Marvel or a local teleserye). They must describe how the character was at the beginning versus the end. If they changed, they stand up; if they stayed the same, they stay seated.	Identity Web: Students draw themselves in the center of a paper and surround themselves with 5 words that describe their values and 3 words that describe their physical appearance.
Flow:	1. Introduction and Scaffolding: Present the concept of Characterization using a 'Character Map.' Define Direct vs. Indirect Characterization	1. Connection: Review characterization from Session 1. Introduce the idea that characters aren't just individuals but mirrors of their	1. Explicit Instruction: Introduce the four types: Static, Dynamic, Flat, and Round. Use a 'Change Meter' visual (0% change to 100% change)	1. Synthesis: Review the week's concepts: STEAL, Values, and Character Types. Explain the final task: Creating a 'Modern Hero' or 'Modern

	through a comparison of a textbook description and a short role-play scenario involving a student helping an elder (Social Learning). 2. Modeling (I Do): Using an excerpt from a local story (e.g., 'The Mats' by Francisco Arcellana), the teacher models how to use the STEAL (Speech, Thoughts, Effect, Actions, Looks) method to infer the father's character traits (Scaffolding). 3. Guided Practice (We Do): Students work in pairs to analyze a short excerpt from an Afro-Asian fable. They fill out a 'Character Detective' worksheet, highlighting specific lines that reveal traits (Checks for Understanding). 4. Independent Practice (You Do): Students select one character from a provided short story and complete a STEAL graphic organizer, labeling whether each piece of evidence is direct or indirect (Active Retrieval).	society (Social Learning). 2. Interactive Lecture: Present an Afro-Asian short story excerpt (e.g., a Japanese or Chinese folk tale). Identify a character's core conflict. Ask: 'Why did they choose this path? What value were they protecting?' (Checks for Understanding). 3. Group Analysis: Divide the class into small groups. Each group is assigned a character from a Filipino story. They must create a 'Value Shield'—on the left, the character's actions; on the right, the communal value it represents (e.g., 'Pagmamano' = Respect). (Social Learning/Scaffolding). 4. Class Discussion: Groups present their shields. The teacher facilitates a comparison between Filipino values and the values found in the Afro-Asian text discussed earlier.	to explain Dynamic vs. Static. Use a 'Layer Cake' visual to explain Round vs. Flat (Scaffolding). 2. Active Retrieval: Provide short character profiles. Students must 'sort' these profiles into the four categories on the chalkboard (Active Retrieval). 3. Deep Dive: Analyze a central character from a studied Afro-Asian text. Track their emotional journey using a 'Character Growth Chart.' Discuss: 'What event caused this character to change?' (Checks for Understanding). 4. Peer Consultation: In pairs, students look at their own favorite characters from books or shows and categorize them, justifying their choices to their partner (Social Learning).	Community Member' for a new story set in their own town (Scaffolding). 2. Planning: Students use a 'Character Blueprint' to plan their character. They must decide: What is the character's name? What value do they represent? Are they Round or Flat? (Checks for Understanding). 3. Creative Production: Students write a 1-paragraph introduction of their character using at least two 'Indirect Characterization' clues. Alongside the text, they draw their character or create a collage using available art materials (Active Retrieval/Multimodal Learning). 4. Gallery Walk: Students display their character profiles on their desks. Classmates walk around and leave 'Value Tags' (small sticky notes) on others' work, identifying the value they think the character represents (Social Learning).
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Learning Resources:	• PowerPoint Presentation on STEAL method • Excerpt from 'The Mats' by Francisco Arcellana • 'Character Detective' Worksheets • Whiteboard and markers	• Posters and stickers for Carousel • Selected excerpts of Afro-Asian and Filipino short stories • 'Value Shield' template • Art supplies (Crayons, markers)	• Visual aids (Change Meter and Layer Cake posters) • Character Profile cards • Character Growth Chart worksheet • Chalkboard/ Whiteboard	• Art/Craft Materials (Construction paper, markers, old magazines) • 'Character Blueprint' planning sheet • Sticky notes for Gallery Walk • Rubric for the Character Profile
Opportunities for integration:	Integration with Values Education (EsP) by discussing the importance of observing actions over words (integrity). Integration with Art through character sketching based on textual descriptions.	Integration with Araling Panlipunan (Social Studies) by discussing cultural traditions and societal norms in Asia. Integration with EsP regarding communal harmony (Bayanihan).	Integration with Science (concept of metamorphosis/change). Integration with Psychology/Guidance regarding personal growth and resilience.	Integration with ICT/Media Literacy if students choose to create their character using digital tools. Integration with English (Creative Writing) through narrative composition.
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: Students must write one sentence of Direct Characterization and one sentence of Indirect Characterization for a family member or a friend, demonstrating their	Check for Understanding: A 'Value-Action Match' quiz where students match a character's decision to a specific communal value from a provided list.	Categorization Task: Students are given 3 new character descriptions and must label each as Static/Dynamic and Flat/Round, providing one piece of evidence from the description for	Product Assessment: The completed Character Profile and Paragraph. Evaluation is based on a rubric focusing on the use of Indirect Characterization, clarity of the value represented, and

	understanding of the difference between 'telling' and 'showing.'		each label.	overall creativity.
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 who require more support will be provided with a word bank of adjectives to help label character traits. Advanced learners can find a comic strip and label instances of characterization within the panels.	Ask students to interview an elder at home about a traditional value they admire and identify a character in a movie or book who exemplifies that value.	For advanced learners, ask them to rewrite a short scene where a static character suddenly becomes dynamic, changing the ending of the story. For those needing support, provide a 'Trait Checklist' to help identify changes.	Invite students to use these characters as the basis for a short story or comic strip in the following week's lessons. Characters can be 'shared' to create a collaborative 'Community Storyboard' in the classroom.
Reflections:	Reflect on: 1. Did the STEAL method simplify the inference process for struggling readers? 2. How did the use of local literature increase engagement compared to previous lessons?	Reflect on: 1. Were the students able to move from literal character actions to abstract values? 2. Did the 'Value Shield' activity help bridge the gap for visual learners?	Reflect on: 1. Did the visual metaphors (cake/meter) help clarify the structural terms? 2. Which character types were the hardest for the students to distinguish?	Reflect on: 1. How effectively did students translate abstract values into character traits? 2. Did the multimodal approach allow lower-proficiency students to demonstrate their understanding of the structural concepts?