

**2E-Educ 3 – Principles and Methods of Teaching
Term 1 – AY 2025-2026**

**PRE-LESSON PLANNING CONFERENCE MATRIX
(Group Output)**

Group No.: 3

Names of Developers/Writers:

Leader: Maribeth M. Casanova

Members:

1. Darren Daniel S. Infante
2. Mary Rose Eblahan
3. Ezekiel John M. Evardo
4. Bernard Philip C. Oliva

Date Submitted:

Direction:

1. Please answer some questions about your group's lesson plan prior writing and presentation.
2. Decide on what subject/learning area, topic, grade level, duration, and content your group will develop a lesson/instructional plan including the instructional model (whenever necessary) in reference to the K-12 Senior High School or MATATAG Curriculum.
3. Accomplish the table/matrix below to present an overview of what your Lesson Plan is all about.
4. Once pre-planning is done and lesson plan is complete, you will upload your lesson plan in ePNU based on the worksheet.

Part I.

The following are some questions the cooperating teacher/mentor/ might ask your group prior lesson observation/microteaching/demonstration. Please answer briefly the questions.

1. To which part of the K-12/Senior High School Curriculum/MATATAG Curriculum does your lesson relate?

The lesson relates to the Araling Panlipunan Grade 7 Curriculum, particularly under the Third Quarter content on the “Transformasyon ng mga Pamayanan at Estado sa Timog at Kanlurang Asya sa Transisyonal at Makabagong Panahon (ika-16 hanggang ika-20 siglo).

2. How does this lesson topic/ content/learning “fit” in the sequence of learning for this Grade Level?

This lesson follows the earlier discussions on Ancient and Medieval Asian civilizations and serves as a bridge to understanding modern developments and Western influences in South and West Asia. It helps students see the continuity and change in Asian societies through time.

3. What are your Learning Competencies (based on the K-12/MATATAG Curriculum? You can also formulate your teacher-made Lesson objectives.

Nasusuri ang transformasyon ng mga pamayanan at estado sa Timog at Kanlurang Asya sa pagpasok ng mga kaisipan at impluwensiya ng Kanluranin sa larangan ng pamamahala, kabuhayan, teknolohiya, lipunan, paniniwala, pagpapahalaga, at sining at kultura. (AP7TKA-IIIb-1.5)

Teacher-Made Objectives:

1. Naiisa-isa ang mga transformasyon sa pamayanan at estado ng Timog at Kanlurang Asya.
2. Naibabahagi ang mga kaisipang Kanluranin at impluwensiya sa iba’t ibang larangan.
3. Nakabubuo ng kritikal na pagsusuri sa epekto ng mga pagbabagong naganap sa mga pamayanan at estado.

4. How will you engage the students in the learning?

The students will be engaged through various interactive and meaningful learning activities. They will participate in the “Pick an Emoji” activity to identify the effects of Western influence, analyze “Minimemes” to connect concepts to real-world situations, and

collaborate in creating a KWL chart to track their understanding. These activities aim to make the discussion dynamic and ensure that students actively construct knowledge through participation and reflection.

5. What will you do?

As the teacher, I will facilitate learning by guiding the students through each phase of the lesson. I will introduce the topic using multimedia resources, such as images and videos, to capture interest and provide context. Throughout the discussion, I will ask thought-provoking questions, clarify misconceptions, and connect new ideas to students' prior knowledge. I will also encourage students to express their insights and lead them toward a deeper understanding of how historical transformations continue to influence present-day Asian societies.

6. What will the students do?

The students will actively take part in discussions, group activities, and written exercises. They will collaborate to complete a KWL chart and a "Transform-Asya Timeline" poster showing the major changes in South and West Asia. Individually, they will compose a short essay analyzing the effects of these transformations and later conduct research for their "Cultural Reflection" homework. These tasks aim to develop both their analytical and creative skills.

7. Will the students work in group, or individually, or as a large group? When? How?

The students will work both collaboratively and individually. They will be divided into groups for activities like the KWL Chart and the Transform-Asya Timeline, allowing them to share ideas and learn from one another. Individual tasks, such as the essay and cultural reflection, will be used to assess their personal understanding of the lesson. Whole-class participation will also be encouraged during discussions and presentations to foster collective learning.

8. Will you provide any worksheets, rubrics, or other materials the students will be using? Please describe/ specify.

Yes, several instructional materials will be provided to support the learning process. These include a KWL Chart worksheet for group activity, a rubric for evaluating the students' essays based on content, analysis, and organization, and a poster template for the Transform-Asya Timeline. Visual aids, videos, and images will also be used to make the lesson more engaging and relatable.

9. How will you differentiate instruction for different individuals or groups of students in the class?

Differentiation will be applied by assigning roles within groups according to students' strengths such as researcher, writer, or artist to ensure that everyone contributes meaningfully. Additional visual aids and guided questions will be provided for students who may need extra support, while those who grasp the lesson more quickly will be encouraged to lead discussions or present outputs. This approach ensures inclusivity and equal participation.

10. How and when will you know whether the students have learned what you intend? Please describe/specify?

Learning will be assessed through both formative and summative assessments. Formatively, understanding will be checked during class discussions, group outputs, and participation in activities. Summatively, comprehension and critical thinking will be evaluated through the individual essay entitled "Kritikal na Pagsusuri" and the Cultural Reflection task. These assessments will show whether students can analyze the impact of historical transformations and relate them to present contexts.

11. Is there anything you would like the Cooperating Teacher/Observer to specifically observe during the lesson? Please specify.

I would like the cooperating teacher to observe how effectively the lesson promotes student engagement, collaboration, and critical thinking through the use of interactive strategies such as the KWL Chart and Transform-Asya Timeline. Additionally, the observer may focus on how students connect historical transformations to present-day Asian identity and how classroom strategies encourage them to appreciate cultural continuity amidst change.

Submitted to:

Assoc. Prof. Dominador D. Mangao

Faculty, College of Alternative and Lifelong Learning

Philippine Normal University, Manila

Date: September 23, 2025