

Lesson Exemplars for Life and Career Skills

CORE SUBJECT

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FEATURES OF THE SENIOR HIGH SCHOOL LESSON EXEMPLAR

The **Senior High School Lesson Exemplar (LE)** is designed to support teachers in delivering meaningful, engaging, and standards-based instruction that responds to the diverse needs of Senior High School learners. Anchored on the **Senior High School Instructional Design Framework (SHSIDF)**, the LE ensures constructive alignment among curriculum standards, teaching and learning experiences, and assessment practices. Through this alignment, learners are provided with opportunities to develop the knowledge, skills, and competencies necessary for higher education, skills development, employment, and entrepreneurship.

At the heart of the LE is the **AID** Instructional Flow, a structured approach to teaching and learning composed of three interconnected phases: Activating Prior Knowledge, Instituting New Knowledge, and Demonstrating Knowledge and Skills. This instructional flow guides teachers in creating coherent learning experiences that build from what learners already know, deepen understanding through meaningful engagement, and provide opportunities for authentic application and assessment.

The **Activating Prior Knowledge** phase serves as the entry point of the lesson. It helps learners connect prior experiences and existing knowledge to new concepts, making learning more relevant and meaningful. This phase also establishes the purpose of the lesson by clarifying learning goals, highlighting real-life applications, and motivating learners to actively engage in the learning process.

The **Instituting New Knowledge** phase focuses on the development of understanding and mastery of concepts. Learners are introduced to new ideas through carefully selected examples, guided exploration, and explicit instruction. Through discussions, collaborative activities, and structured practice, learners progressively deepen their understanding and develop the skills necessary to achieve the intended learning outcomes.

The **Demonstrating Knowledge and Skills** phase provides opportunities for learners to apply, synthesize, and showcase their learning. Through practical applications, reflective activities, evaluations, and differentiated follow-up tasks, learners demonstrate their understanding while teachers gather evidence of learning. This phase also ensures that learners receive appropriate support through remediation, reinforcement, or enrichment activities based on their individual learning needs.

To further enhance learning experiences, the LE incorporates several key program integrations. **Integrative Performance Tasks (IPTs)** are embedded and scaffolded throughout the lessons to ensure that learners gradually develop the competencies required to successfully complete authentic and interdisciplinary performance assessments. Rather than being treated as isolated end-of-quarter projects, IPTs are woven into classroom instruction, allowing learners to build the necessary knowledge and skills over time.

Recognizing the demands of a rapidly evolving digital world, the LE also promotes **EdTech Integration**. Educational technologies are strategically incorporated to enrich instruction, foster collaboration, encourage creativity, and provide learners with engaging and interactive learning experiences.

In addition, the LE strengthens **Literacy and Numeracy** by embedding literacy and numeracy skills across learning activities and assessments. This integration ensures that learners continuously develop the competencies needed to interpret information, communicate effectively, solve problems, make informed decisions, and navigate real-life situations confidently.

Through these features, the Senior High School Lesson Exemplar serves as a practical and comprehensive guide for teachers, supporting the delivery of high-quality instruction that is learner-centered, inclusive, relevant, and responsive to the aspirations of Senior High School learners and the demands of the 21st century.

GUIDE FOR FACILITATING INTEGRATIVE PERFORMANCE TASKS (IPT)

The **Integrative Performance Task (IPT)** is designed to serve as authentic demonstrations of learning that synthesize competencies across learning areas. To ensure that an IPT becomes the natural culmination of classroom instruction rather than a stand-alone project assigned at the end of a grading period, teachers are encouraged to observe the following principles in the development and implementation of IPT.

First, the Performance Standard should be translated into a concrete, authentic, and real-world product, performance, or solution. Clearly defining the expected output enables teachers and learners to understand the purpose of instruction and maintain focus on the desired end goal throughout the learning cycle.

Second, the accomplishment of the IPT should be developmental and cumulative. Learning Competencies (LCs), technical skills, and disciplinary knowledge required for the final output should be strategically distributed across learning areas and taught within the appropriate lessons. Each lesson should contribute a meaningful component toward the completion of the IPT.

Third, when establishing the purpose of the lesson, teachers should draw from the same real-world context or scenario presented in the IPT. Introducing the scenario early in the learning cycle helps learners recognize the relevance of each lesson and encourages them to continually connect newly acquired knowledge and skills to the final task. The IPT should be presented at the beginning of the quarter and revisited regularly as a reference point throughout instruction.

Fourth, in Finding Practical Applications part of the lesson, teachers should design learning activities that mirror the thinking processes, skills, or performance requirements of the IPT. These formative tasks serve as opportunities for practice and feedback. Whenever possible, teachers should use criteria aligned with the IPT rubric to help learners understand expectations and improve their performance progressively.

Fifth, any digital platforms, educational technologies, mathematical procedures, research methods, laboratory techniques, or other tools required for the successful completion of the IPT should be explicitly taught during the discussion, guided practice, and mastering the concept. Learners should have sufficient opportunities to practice using these tools before they are expected to apply them independently in the IPT.

Sixth, summative assessments should contribute directly to the development of the IPT. Rather than functioning as isolated evaluation activities, these assessments should require learners to produce or refine components of the final output of IPT. This approach strengthens the coherence between instruction, assessment, and performance expectations.

Lastly, the final Lesson Exemplar in the learning cycle should provide opportunities for learners to consolidate, refine, and complete their IPT outputs. This stage may include peer review, consultation, revision, rehearsal, and final polishing of outputs before formal presentation or submission. Teachers should facilitate reflection and feedback to ensure that learners demonstrate both mastery of competencies and meaningful application of learning.

Lesson Exemplar for Life and Career Skills

Term 1

This material is intended exclusively for the use of senior high school teachers participating in the implementation of the **Strengthened Senior High School Curriculum**. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

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Content/Topic	Understanding and Strengthening the Self A. Key Developmental Stages of Late Adolescence and Early Adulthood B. Developmental Tasks of Late Adolescence and Early Adulthood C. Protective and Risk Factors of Late Adolescence and Early Adulthood	Lesson Exemplar	1
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I. OBJECTIVES (Identifying the Goals)	
Content Standard	The learners demonstrate understanding of the interconnectedness of developmental tasks, protective and risk factors, sense of self, and health and wellness in their transition from late adolescence to early adulthood.
Performance Standard	The learners reflect on their personal experiences as adolescents in terms of developmental tasks, protective and risk factors, sense of self, and health and wellness.
Learning Competencies	Examine one's sense of self through understanding key developmental stages, tasks, and protective and risk factors of late adolescence and early adulthood.
II. REFERENCES and MATERIALS (Selecting Resources and Material)	Berk, L.E. (2018). Development Through the Lifespan, 7th ed. (Pearson) Brown, D., and L. Brooks, eds. 2002. Career Choice and Development: Applying Contemporary Theories to Practice. San Francisco: Jossey-Bass. McLeod, Saul. 2025. "Erik Erikson's Stages of Psychosocial Development." Steinberg, L. (2017). Adolescence, 11th ed. (McGraw-Hill) DOH Philippines Adolescent Health and Development Program Materials WHO Adolescent Health Resources https://www.youtube.com/watch?v=YPorD-KUF04 (A DepEd TV Puerto Prinsesa AVP on Personal Development Quarter 1 – Module 3: Developmental Stages in Middle & Late Adolescence)
III. CONTENT (Sequencing Content)	Understanding and Strengthening the Self A. Key Developmental Stages of Late Adolescence and Early Adulthood 1. Physical Development 2. Cognitive Development 3. Psychosocial Development 4. Moral (Values) Development 5. Social (Independence) Development B. Developmental Tasks of Late Adolescence and Early Adulthood 1. Physiological Development • Healthy Habits 2. Psychosocial Development

	<ul style="list-style-type: none"> • Self-Concept and Identity 3. Emotional Development <ul style="list-style-type: none"> • Self-Regulation C. Protective and Risk Factors of Late Adolescence and Early Adulthood <ol style="list-style-type: none"> 1. Its meaning 2. Examples of Protective and Risk Factors 3. Connection to Erikson's Identity vs. Role Confusion and Super's Exploration Stage
IV. OBJECTIVES <i>(Setting Clear Objectives and Analyzing the Tasks)</i>	After the discussion, the learner will be able to: <ol style="list-style-type: none"> a. explain the key developmental stages and tasks of Erik Erikson's Psychosocial Theory and Donald Super's Career Developmental Theory; b. identify real-life scenarios and match them with the appropriate developmental stage and task; c. analyze the protective and risk factors of late adolescence and early adulthood using the biopsychosocial model and evaluate their impact on developmental outcomes; d. examine the significance of understanding one's developmental stages, tasks, and protective and risk factors in forming identity and making career decisions; and e. perform a scenario depicting a developmental conflict or milestone and articulate its connection to identity formation or career decision-making.

V. PROCEDURES		ANNOTATION
A. Activating Prior Knowledge	<p><u>Option 1: Vision Casting</u></p> <p>Imagine that you are successfully retiring, and your manager has tasked you with giving a speech to a group of younger professionals.</p> <p>Procedures:</p> <ul style="list-style-type: none"> • Carefully reflect on the event. You may choose to close your eyes. • Identify the occasion. Describe vividly what you are wearing. • Describe the feelings of the audience members who are eager to listen to you. Describe how you are feeling and savor the moment. • List your life experiences: significant changes and developments that occurred in your life, influential people and their contributions, life challenges and solutions, and other factors that made you who you are today. • In 15 minutes, write a simple yet meaningful description of yourself on a piece of paper. Afterward, deliver and share your write-up in front of the class. (Four 	<p>□ The teacher tells the learners to use what they already know from personal experience or previous lessons. This activity helps connect their knowledge to formal developmental theories.</p> <p>□ Teacher may choose any of the 3 activities that is appropriate for his/her learners considering the following:</p>

students will be called to present their output for 2–3 minutes each).

Processing Questions

1. How did you feel when you entered the room to deliver your speech? What was the atmosphere among the audience? What emotions did you experience while speaking?
2. What advice did you share with the younger generation of employees, and how did it feel to pass on that wisdom?
3. Which of your life experiences (such as significant life-changing developments, influential people and their impact, personal challenges and solutions, or other major factors) did you emphasize in your speech?

Reflective Questions:

1. What stage of life do you feel you're in right now?
2. *What challenges or supports are shaping your growth?*

Option 2: Vision Board

Identify goals for yourself by reflecting on your achievements. You might be a successful student, a supportive friend, a dependable person, or someone who excels in sports.

Consider your life experiences—significant milestones and personal growth, influential people and their contributions, challenges you have overcome, and other factors that have shaped who you are today and will help you establish yourself in the future.

Using the Vision Board illustrated below, set your goals for when you finish senior high school, or for five to ten years from now. You may use symbols to represent these goals. Complete this activity in ten minutes and be ready to share your output with the class. Four presenters will be called, and each will be given 2–3 minutes to present.

	How do I see myself?	What am I doing?
after senior high		
5 years from now		
10 years from now		

- Abilities
- Interests
- Location
- Resources
- Other diverse learning needs

Note: The teacher may also provide contextualized/localized activity appropriate for his/her learners.

- Literacy skills will be developed and assessed through writing and sharing activities.
- Any of these activities will enhance students' literacy skills, creativity using different EdTech/ICT tools, decision-making skills, and resourcefulness.
- After the presentation, the teacher will process the activity using the reflective questions provided.

Processing Questions:

1. How does it feel to craft personal goals?
2. What can you say about the goals you have for yourself?
3. How do you see yourself as a young adult? What kind of future do you envision?
4. How do your life experiences—including major personal changes, influential people, and life challenges—shape the goals you have set?

Reflective Questions:

1. *At what stage of life do you think you are right now?*
2. *What challenges or supports are shaping your growth?*

Option 3: Future Headlines

Imagine that you are now a successful adult. Your successes were published in all forms of publications. Create a sample article or publication about this. It can be in the form of a simple hand-made coffee table book, tri-fold flyers, poster, or newspaper, either as a headline or news/magazine content. Include your article your life experiences – significant change and development happened to your life, significant people and their contributions, life challenges and solutions, and other contributory factors that made you who you are now and will help you maintain or sustain yourself in the future.

You will be given 15 minutes to do this and be able to present your output before the class in 2-3 minutes. Share your experiences and thoughts about it using these guides:

Step 1: Introduce Your Future Self

State your future job title. Show your publication format to the class. Explain why you chose that specific media style.

Step 2: Share Your Success Story

Read or summarize your main headlines and achievements. Highlight the key milestones that led to your success. Keep your delivery engaging, confident, and clear.

Step 3: Reflect and Discuss

Explain how you felt imagining your successful future. Share your biggest takeaway from doing the activity. Answer quick questions from your teacher or classmates.

Reflective Questions:

1. *At what stage of life do you think you are right now?*

	<p>2. <i>What challenges or supports are shaping your growth?</i></p> <p>3. How will your life experiences (such as significant changes and developments that have happened in your life, significant people and their contributions, life challenges and solutions, and other influential factors) contribute to your success?</p>	
B. Instituting New Knowledge	<p>1. Presenting Examples</p> <p>Directions: A two-minute video clip will be presented to the learners, highlighting the varying developmental stages of a person. It will be amazing to see the differences and the maturity that comes along as people grow older. After watching the video clip, a series of questions will be asked among the learners to arouse their curiosity. Three learners will be called to answer the guide questions, which will be flashed on the screen before and after the video.</p> <p><u>Link: https://www.youtube.com/watch?v=egeDXHcNeNw</u></p> <p>Guide questions: <i>Based on the video...</i></p> <ul style="list-style-type: none"> ☐ <i>What notable changes have you observed in the various stages of life?</i> ☐ At your current age, what changes are you experiencing—or have you already noticed in yourself—that match the scenarios in the video? ☐ Which stage in the video do you think poses the greatest challenges or risks for a young person? Why? ☐ What is the significance of this video clip in our lives? What core concept is it trying to teach us? <p>2. Class Discussion</p> <p><u>Discussion 1:</u></p> <p>Life has various stages. One of which is known as the “Psychosocial Stage.”</p> <p>Before we delve further into our discussion, let us familiarize first ourselves with these key theoretical terms, which we will encounter from time to time during the discussion. This will also give us a clearer and more common understanding of the lesson.</p> <ul style="list-style-type: none"> • Developmental Stages – are distinct, sequential periods in human beings’ life 	<p>☐ The short video montage used in Presenting Examples immediately connects learners to the topic by leveraging familiar life stages and relatable imagery.</p> <p>☐ The teacher will process the sharing and will direct the learners to the concept of Discussion 1.</p> <p>Discussing New Concept</p> <p>☐ In the previous activity, learners’ curiosity was successfully aroused through the video clip presented and the guide questions</p>

	<p>cycle characterized by specific physical, psychological, cognitive and social milestones.</p> <ul style="list-style-type: none"> • Developmental Tasks – is a specific skill, knowledge, behavior, or psychological milestone that an individual must acquire or achieve during a particular period of life to successfully adapt to the environment and grow as a person. • Protective Factors – are individual attributes, environmental conditions, or social supports that buffer individuals against the negative effects of stress, adversity, or risk. • Risk Factors – are individual attributes, environmental conditions, or systemic variables that increase the likelihood of an individual experiencing a negative outcome. • Psychosocial Development – is a psychological framework that explains how an individual’s mind, personality, and emotions grow and change in relation to their social environment throughout their entire life. • Identity Formation – or identity achievement or individuation, is the complex, lifelong psychological process by which an individual develops a distinct, integrated, and stable sense of who they are. • Career Development Stages – are distinct, sequential phases an individual transitions through their working lifespan as they discover, navigate, stabilize, and eventually exit the workforce. <p>(After brainstorming, discuss Erik Erikson’s Psychosocial Stages)</p> <ul style="list-style-type: none"> □ Erik Erikson (1902–1994) proposed a lifespan model of development, emphasizing how social relationships shape our sense of self. He suggested we pass through eight stages, each marked by a central conflict, or psychosocial crisis, which must be resolved for healthy personality growth. 	<p>provided.</p> <ul style="list-style-type: none"> □ Since the learners were able to identify the different developmental stages that accompany various changes, it is now time to discuss Erikson’s Psychosocial Stages with the students. □ Each stage under Erikson’s Psychosocial Stage will be discussed, but emphasis will be on adolescence and early adulthood. The teacher will draw ideas from the learners explaining each of the indicators (basic conflict, virtue, and description). □ During the discussion, if internet is available and has a strong connection, the teacher may provide QR code of either Jamboard, Padlet, Mentimeter,
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Erikson's Psychosocial Stages

Stage	Basic Conflict	Virtue	Description
Infancy 0-1 year	Trust vs. mistrust	Hope	Trust (or mistrust) that basic needs, such as nourishment and affection, will be met
Early childhood 1-3 years	Autonomy vs. shame/doubt	Will	Develop a sense of independence in many tasks
Play age 3-6 years	Initiative vs. guilt	Purpose	Take initiative on some activities—may develop guilt when unsuccessful or boundaries overstepped
School age 7-11 years	Industry vs. inferiority	Competence	Develop self-confidence in abilities when competent or sense of inferiority when not
Adolescence 12-18 years	Identity vs. confusion	Fidelity	Experiment with and develop identity and roles
Early adulthood 19-29 years	Intimacy vs. isolation	Love	Establish intimacy and relationships with others
Middle age 30-64 years	Generativity vs. stagnation	Care	Contribute to society and be part of a family
Old age 65 onward	Integrity vs. despair	Wisdom	Assess and make sense of life and meaning of contributions

Processing Questions:

Based on the chart, answer the following:

- What stage represents your current age or period?
- What basic conflict or psychosocial crisis is expected, and how must it be resolved?
- What virtue will be established through this resolution?
- What significant idea does this tell us?

Now that we have thoroughly discussed the framework of Erikson's Psychosocial Stages, may we have this Exit Comprehension Check:

- ☐ 3 things you learned about the discussion
- ☐ 2 questions you still have in mind
- ☐ 1 connection to your own experience

ClassPoint, Slido, or other similar modality for collaborative brainstorming. This provides learners with better or more participation. While those who can't access the internet will be encouraged to participate through active participation.

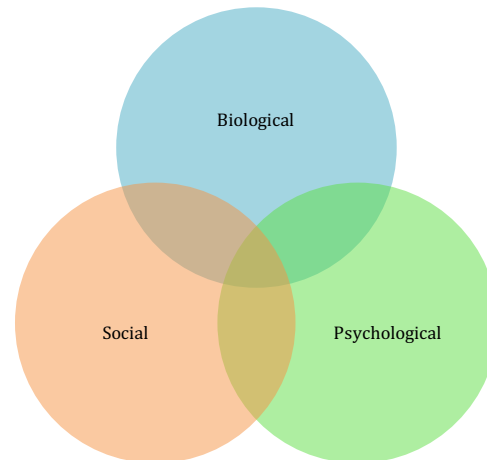
Based on the Exit Comprehension Check, re-teaching will be conducted if learners cannot identify and explain the key developmental stages. At this point, return to the theory of discussion before proceeding to the next learning activity.

- ☐ The teacher will elaborate on the concept of the diagram (Erikson's Psychosocial Model) so that learners will clearly understand how they

Discussion 2:

With these developmental stages, let us also look and analyze the different protective and risk factors associated with late adolescence and early adulthood.

(The concept of “protective” and “risk” factors will be clarified through a brainstorming activity. After which, the Biopsychosocial Model will be introduced.)



HEALTH is at the center of the diagram

Knowledge Check:

Using the diagram, analyze the protective and risk factors of late adolescence and early adulthood, then answer the guide question:

“Looking at Erikson’s Identity vs. Role Confusion (Adolescence) and Intimacy vs. Isolation (Early Adulthood) stage, what factors in your life protect your identity development (mentors, spiritual grounding, family support, positive school environment)? What factors put it at risk (identity foreclosure, peer pressure, academic disengagement, and the like)?”

Now that we have thoroughly discussed the different protective and risk factors, may we have this Exit Comprehension Check:

- 3 things you learned about the discussion
- 2 questions you still have in mind
- 1 connection to your own experience

will use it in providing the details being asked for in the activity.

- After the activity (knowledge check), the teacher will elicit ideas from the learners regarding the impact of protective and risk factors on the developmental outcomes of a person.

Based on the Exit Comprehension Check, re-teaching will be conducted if learners cannot analyze the different protective and risk factors and its impact on developmental outcomes. At this point, return to the theory of discussion before proceeding to the next learning activity.

Discussion 3:

We have already discussed the different developmental stages, tasks, and the protective and risk factors of late adolescence and early adulthood. Now, let us examine Super's theory of Career Development.

But before we go further, let us look on this text graph/table on Philippine Youth vs National Unemployment Rate (PSA, based on latest macroeconomic labor profiles) and interpret the data.

AGE GROUP	UNEMPLOYMENT RATE (%)
=====	
15–24 Years	11.8%-12.2% (Highest Volatility)

25–34 Years	6.5%-7.2% (Transitioning Labor)

National Avg	4.7% (All working ages combined)
=====	

According to the PSA, youth and young adults (ages 15–24 and 25–34) systematically face the highest burden of unemployment in the country, often doubling or tripling the national average.

PROMPT: Now let us refer these findings to Super's Career Development Theory

Donald Super's Career Developmental Theory

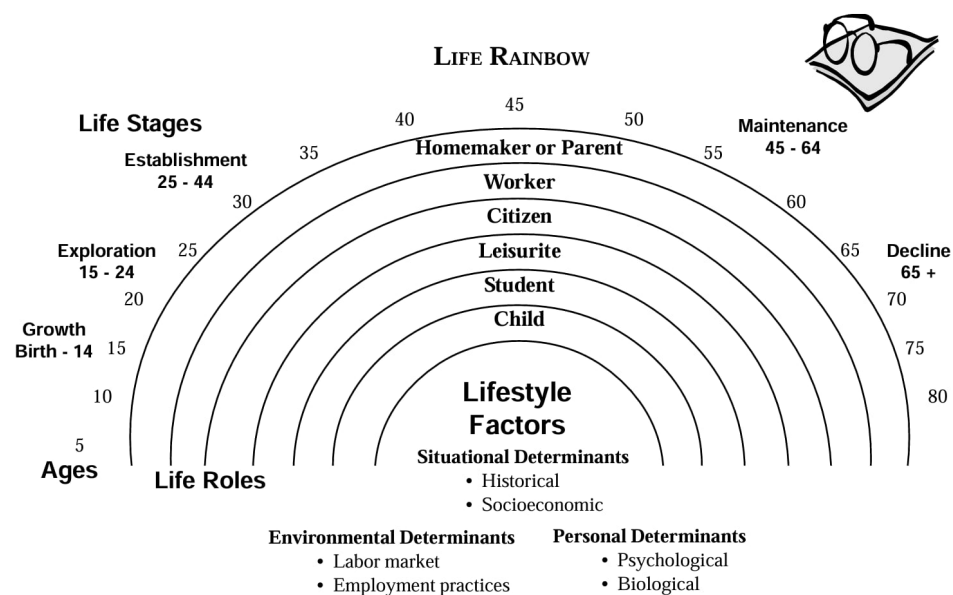
Donald E. Super's Career Development Theory is the most widely known life-span view of career development. Developmental theories recognize the changes that people go through as they mature, and they emphasize a life- span approach to career choice and adaptation. These theories usually partition working life into stages, and they try to specify the typical vocational behaviors at each stage.

To process the interpretation, the teacher will solicit ideas among the learners on the following questions:

- What does this data tell us about the risk factors facing young people your age?
- What trends do you notice?

(This strengthens numeracy integration and makes the protective/risk factor content more evidence based.)

- The teacher will present the different career development stages with its corresponding characteristics



Stage	Age	Characteristics
Growth	birth-14	Development of self-concept, attitudes, needs, and general world of work
Exploration	15-24	"Trying out" through classes and work hobbies. Tentative choice and skill development
Establishment	25-44	Entry-level skill building and stabilization through work experience
Maintenance	45-64	Continual adjustment process to improve position
Decline	65+	Reduced output, prepare for retirement

emphasizing the adolescent and early adulthood stage, allowing the learners to realize how these affect in forming identity and making career decisions.

DEVELOPMENTAL STAGES

Life Stage	Adolescence 14-25	Early Adulthood 25- 45	Middle Adulthood 45- 65	Late Adulthood 65+
Growth	Developing a realistic self-concept	Learning to relate to others	Accepting one's own limitations	Developing and valuing non-occupational roles
Decline	Giving less time to hobbies	Reducing sports participation	Focusing on essentials	Reducing working hours
Maintenance	Verifying current occupational choice	Making an occupational position secure	Holding one's own against competition	Keeping what one enjoys
Establishment	Getting started in a chosen field	Settling down in a suitable position	Developing new skills	Doing things one has wanted to do
Exploration	Learning more about opportunities	Finding a desired opportunity	Identifying new tasks to work on	Finding a good retirement place

Processing Questions:

- What did you observe regarding the characteristics of the different stages?
- How do these stages affect identity formation and career decision-making?

Now that we have thoroughly discussed the framework of Erikson's Psychosocial Stages and Super's Career Developmental Stages, may we have this Exit Comprehension Check:

- *3 things you learned about the discussion*
- *2 questions you still have in mind*
- *1 connection to your own experience*

Enhancement Activity:

During this activity, learners will pair up with a partner. Each learner will conduct a short, 5-minute interview with their chosen partner. The following questions may be used to help them collect the necessary information:

Based on the Exit Comprehension Check, re-teaching will be conducted if more than 20% of the class exhibits the following red flags in their answers or discussions:

1. Severe Identity or Career Confusion: Writing highly unrealistic, vague, or blank entries regarding their 5-year track (indicating a breakdown in Super's Exploration stage).
2. Relational Distrust or Isolation: Viewing relationships with superiors or peers as inherently hostile, transactional, or completely irrelevant to success (indicating unresolved Erikson's Intimacy vs. Isolation or an overwhelming exposure to environmental risk factors).

If these are triggered, the teacher must pause the curriculum timeline for a 20-minute re-teaching/re-anchoring session. Instead of repeating the lecture, the teacher will use focused case studies or real-world profiles of young adults who successfully balanced career entries and workplace relationships. This will reframe healthy boundaries, clarify what "protective factors" look like in early adulthood, and guide students to anchor their

	<p>your life "protect" or "put at risk" your progress through these stages.</p> <p>3. Developing Mastery</p> <p>BRAINSTORMING</p> <ul style="list-style-type: none"> □ Form a group of 8 or 10. Identify your leader, secretary, and presenter. □ Choose one of the scenarios presented below and answer the given guide questions. □ Identify practical solutions to how you can be effective in the chosen situation. □ Consider the rubric provided as you produce your answers or solutions. □ In 15 minutes, you are expected to come up with an output, which will be delivered in front of the class in 2-3 minutes. <p><u>Scenario 1 (Drug Use)</u> Marco is invited to a party. His friends give him high designer drugs. These are quite expensive but illegal. If you were Marco, what would you do?</p> <p>Processing questions to answer before the presentation:</p> <ul style="list-style-type: none"> □ Why did Marco's friends give him drugs? What was Marco thinking when he was offered the expensive designer drugs? □ What should Marco do in this situation? What would you do if you found yourself in his position? Would you face a dilemma? Explain your answer. □ How do risk factors affect a person's life? What is the significance of protective factors in a situation like Marco's? □ Which developmental stage, task, or theory applies to this scenario? Explain your answer. <p><u>Scenario 2 (Sexual Relationship)</u> John wants to take his relationship with his partner to the next level. He knows he needs to prioritize his studies to get into college. However, after four years of dating, he feels bored and wants to explore something new. Specifically, he wants to initiate a sexual relationship with his partner.</p> <p>Processing questions to answer before the presentation:</p>	<p>□ This reflective question bridges the theoretical content into practical application tasks.</p> <p>The Brainstorming activity targets the learning objective 2 (Identify) at Bloom's Level 3 by requiring learners to identify real-life scenarios and match them with the appropriate developmental stage and task; objective 3 (Analyze) at Bloom's Level 4 by requiring learners to analyze the protective and risk factors of late adolescence and early adulthood using the biopsychosocial model; and objective 4 (Examine) at Bloom's Level 4 by requiring learners to examine the</p>
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- Why does John want to take the relationship to the next level? What factors influenced his thinking?
- What are the potential consequences of this course of action?
- If you were John's partner, how would you make your decision?
- How do risk factors affect a person's life? What is the significance of protective factors in this situation?
- Which developmental stage, task, or theory applies to this scenario? Explain your answer.

Scenario 3 (Academic Failure)

Madel wants to attend the most popular university in her province. She prepares thoroughly for the entrance examinations and takes the test with confidence. However, when the results are released, she finds out she failed. Feeling as though it is the end of the world, she no longer wants to continue her studies.

Processing questions to answer before the presentation:

- Why does Madel feel this way? Would you feel the same way if you were in her situation?
- What alternative options can Madel consider after failing this exam? What advice would you give her if you were her friend?
- How do risk factors affect a person's life? What is the significance of protective factors in a situation like Madel's?
- If you were to write a letter of support to Madel, what would you say? Write a brief note to encourage her.
- Which developmental stage, task, or theory applies to this scenario? Explain your answer.

CRITERIA

Relevance and accuracy of developmental theory application	25 points
Depth of reflection on protective and risk factors	25 points

importance of understanding one's developmental stages, tasks, and protective and risk factors in forming identity and making career decisions.

Teacher facilitation notes for Scenario 1 & 2:

- Manage this scenario with sensitivity.
- Remind learners that responses are reflective and not personal disclosures.
- Acknowledge diverse family and cultural values without judgment.

Tips for Implementation

- **The "No-Judgment" Rule:** Remind learners before you start that during brainstorming, quantity breeds quality. Evaluation happens later; right now, bad ideas are just stepping-stones to brilliant ones.

	<table><tr><td>Quality of group synthesis and presentation</td><td>25 points</td></tr><tr><td>Level of participation and collaboration</td><td>25 points</td></tr><tr><td>TOTAL</td><td>100</td></tr></table> <p>Scoring Guide</p> <ul style="list-style-type: none">☐ 95 to 100 Points: Master Brainstormer (A) – The individual/group did not just find answers; they unlocked a massive ecosystem of creative possibilities and championed a stellar collaborative environment.☐ 90 to 94 Points: Effective Thinker (B) – A highly productive session. Solid volume, good teamwork, and clean execution of standard brainstorming rules.☐ 85 to 89 Points: Surface Explorer (C) – Got the job done but stopped at the easiest solutions. Needs to focus on pushing past cognitive biases and practicing active listening.☐ 80 to 84 Points: Stalled Engine (D/F) – The session was bogged down by judgment, low energy, or severe lack of participation. Needs structural intervention or a clearer prompt.	Quality of group synthesis and presentation	25 points	Level of participation and collaboration	25 points	TOTAL	100	<ul style="list-style-type: none">☐ Self-Assessment: Consider giving this rubric to the learners right after the session for a quick 2-minute self-reflection on how they collaborated.
Quality of group synthesis and presentation	25 points							
Level of participation and collaboration	25 points							
TOTAL	100							
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p>After providing your best solutions for your chosen scenario, let us review an article to understand how Erikson’s Psychosocial and Super’s Career Development theories affect the character in it.</p> <p>Activity:</p> <ul style="list-style-type: none">• Read the story below.• Identify the experiences that Hidilyn had during her childhood, adolescence, and young adulthood years.• Answer the processing questions after. <p>Hidilyn’s Journey Source: https://philstarlife.com/news-and-views/125543-hidilyn-diaz-history</p> <p>Hidilyn Diaz’s journey as an Olympic gold medalist can be meaningfully analyzed through Donald Super’s Career Development Theory, which outlines five stages of career growth: growth, exploration, establishment, maintenance, and disengagement.</p>	<ul style="list-style-type: none">☐ The learners read or watch the news or articles properly through the link provided and understand how Erik Erikson’s Psychosocial Theory or Donald Super’s Career Development Theory affects the journey of the person involved in the news or article by answering the processing questions						

	<p>In her early years, during the growth stage.</p> <p>Hidilyn developed an awareness of her interests and capabilities while growing up in Zamboanga, where she was introduced to weightlifting by a cousin. As a teenager, she entered the exploration stage, experimenting with her athletic skills and competing in local and national events. Her participation in the 2008 Beijing Olympics at the age of 17 signaled her active exploration of a professional athletic career. She transitioned into the establishment stage in her mid-20s, gaining recognition through her silver medal in the 2016 Rio Olympics and achieving global success by winning gold in the 2020 Tokyo Olympics.</p> <p>This phase marked the peak of her competitive career and solidified her identity as a professional athlete and national icon. Currently, she is entering the maintenance stage, where she continues to compete while also mentoring younger athletes, advocating for sports development, and engaging in personal business ventures. Though she has not yet reached the disengagement stage, it is likely that in the future she will gradually retire from active competition and fully transition into roles such as coaching, speaking, or community leadership. Her career path exemplifies how Super's theory applies to real-life accomplishments and transitions.</p> <p>Processing Questions:</p> <ul style="list-style-type: none"> □ How would you describe Hidilyn's adolescence and early adult life? □ What protective factors in Hidilyn's life enabled her to succeed? □ <i>What risk factors or challenges threatened her development?</i> <p>2. Making Generalization</p> <p>After learning the success story and personal challenges of Hidilyn Diaz, what challenges do young people in your community face that may affect their development or success? What support is available to them?</p> <p>Activity: FOCUS GROUP DISCUSSION</p> <ol style="list-style-type: none"> 1. How would you describe your current stage of life? 2. What achievements are you proud of? 3. What challenges have you overcome? 4. How do you envision yourself in the next stage of life, young adulthood? 5. What plans can be made to make this next stage successful? 	<p>provided.</p> <ul style="list-style-type: none"> □ This part of the lesson provides a clear opportunity for learners to read and critically evaluate an article related to adolescent development and apply literacy skills through learning activities and assessments.
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	<p>Reflective Questions:</p> <ul style="list-style-type: none"> □ <i>Based on your self-examination, which SHS exit pathway are you considering (higher education, employment, entrepreneurship, middle-level skills development)?</i> □ <i>What developmental tasks and protective and risk factors are most relevant to your chosen pathway?</i> <p>3. Evaluating Learning</p> <p>Class Vision Board</p> <ul style="list-style-type: none"> □ Write the word SUCCESS in the middle of the board. □ Give each learner a metacard to post on the board. □ On the meta card, let students write one sentence on how they see themselves successfully five years from now. All answers are accepted. <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. <i>What can you say about the class vision board?</i> 2. <i>What can you say about the success markers of your classmates?</i> 3. <i>How does a successful person/young adult look like in terms of career, relationships with peers and relationships with superiors?</i> <p>NOTE: If internet connection is available/stable, this can be done using Mentimeter, ClassPoint, Slido app or other applicable platforms. While those who don't have internet access or unstable internet connection will be involved with the use of the metacards.</p> <p>4. Additional Activities</p> <p>To appreciate or better understand the significance of understanding one's developmental stages, tasks, and protective and risk factors in forming identity and making career decisions, let us have this activity.</p> <p>Option 1: Identity Collage</p> <ul style="list-style-type: none"> □ Create a collage, either drawing of symbols, pasting of actual pictures or pictures representing themselves, using the traditional mediums and techniques or using multimedia technology that defines or reflects your identity as young adults. □ In your collage, include at least two ideas or symbols representing your protective 	<p>The Class Vision Board activity targets the learning objective 4 (Examine) at Bloom's Level 4 by requiring learners to examine the importance of understanding one's developmental stages, tasks, and protective and risk</p>
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and risk factors that have shaped or are shaping your adolescent journey.

- You will be given 15 minutes to do this. After which, 4 students will be called to share their output answering the given guide questions.

NOTE: If learners choose multimedia technology, they can use Canva, MS PowerPoint, TikTok, or other applicable EdTech or ICT tools. While others may use actual or natural materials/resources.

Processing Questions:

1. What symbols did you identify and use in your collage?
2. *How do these symbols define who you are?*

CRITERIA

Content (comprehensive/detailed output)	30 points
Workmanship (Overall quality of output)	30 points
Visual Appeal (Design and aesthetic execution)	20 points
Delivery (Clarity and effectiveness of presentation)	20 points
TOTAL	100

Option 2: Identity Exploration Journal

- Create a journal entry on your personal identity.
- Reflect on personal identity, values, and aspirations.
- In your journal, include at least two protective factors and two risk factors that have shaped or are shaping your adolescent journey.
- Answer the guide questions below, with honesty and depth, and write them in your journal:
 - *"Who am I?"*
 - *"What do I want to do after high school?"*
 - *"What are my strengths and values?"*
 - *"How are my protective and risk factors shaped me or are shaping me and my future?"*
- You will be given 15 minutes to do this. After which, 4 students will be called to share their output.

factors in forming identity and making career decisions.

Re-teaching will be conducted if more than 20% of the class exhibits the following red flags in their answers or discussions:

1. Severe Identity or Career Confusion: Writing highly unrealistic, vague, or blank entries regarding their 5-year track (indicating a breakdown in Super's Exploration stage).
2. Relational Distrust or Isolation: Viewing relationships with superiors or peers as inherently hostile, transactional, or completely irrelevant to success (indicating unresolved Erikson's Intimacy vs. Isolation or an overwhelming exposure to environmental risk factors).

If these are triggered, the teacher must pause the curriculum timeline for a 20-minute re-teaching/re-anchoring session. Instead of repeating the lecture, the teacher will use focused case studies or real-world profiles of young adults who successfully balanced career entries and workplace relationships. This will reframe healthy boundaries, clarify what "protective factors" look like in early adulthood, and guide students to anchor their vision boards in realistic developmental milestones.

- Teacher may modify the activity considering his/her learners:
 - Abilities
 - Interests

NOTE: You may do this in any form (trifold Infographics, hand-made journal or of any kind or a hand-mad output made of actual or natural materials.

CRITERIA

Content (comprehensive/detailed output)	30 points
Workmanship (Overall quality of output)	30 points
Visual Appeal (Design and aesthetic execution)	20 points
Delivery (Clarity and effectiveness of presentation)	20 points
TOTAL	100

Option 3: Timeline of Important Life Events

- Create a timeline for your significant life events.
- In each important event, place a symbol that describes it.
- Include at least two protective factors and two risk factors that have shaped or are shaping your adolescent journey.
- Present your output in a creative, figurative, or symbolic way.
- You will be given 15 minutes to do this. Afterwhich, 4 students will be called to share their output answering the guide questions provided:

Guide Questions:

1. What are your significant life events? What symbols were used to represent it?
2. Why are these significant to you?
3. How do these events and symbols represent you and shape your identity?

NOTE:

You may do this in any format, such as a trifold infographic, a handmade journal, or any creative output made from actual or natural materials.

CRITERIA

Content (comprehensive/detailed output)	30 points
Workmanship (Overall quality of output)	30 points
Visual Appeal (Design and aesthetic execution)	20 points
Delivery (Clarity and effectiveness of presentation)	20 points

- Location
- Resources
- Other diverse learning needs

Note: The teacher may also provide contextualized/localized activity appropriate for his/her learners.

- Teacher may modify the activity considering his/her learners:
 - Abilities
 - Interests
 - Location
 - Resources
 - Other diverse learning needs

Note: The teacher may also provide

presentation)	
TOTAL	100

Option 4: Taglines

Commercials have taglines that show that the product can be dependable or marketable. If you were to create a radio or television commercial about yourself featuring your strengths and your life experiences – significant changes and developments happened to your life, significant people and their contributions, life challenges and solutions, and other contributory factors that made you who you are now, what/how would this be?

Include three to five sentences on how you want your work as a professional/ career person to be remembered.

You will be given 15 minutes to do this. Afterwhich, 4 students will be called to share their output in front of the class.

You can opt to present your output in front of the class or create a short commercial about it on TikTok or post it on Facebook, YouTube, and other similar social media platforms.

CRITERIA

Content (comprehensive/detailed output)	30 points
Workmanship (Overall quality of output)	30 points
Visual Appeal (Design and aesthetic execution)	20 points
Delivery (Clarity and effectiveness of presentation)	20 points
TOTAL	100

contextualized/ localized activity appropriate for his/her learners.

- Teacher may modify the activity considering his/her learners:
- Abilities
 - Interests
 - Location
 - Resources
 - Other diverse learning needs

Note: The teacher may also provide contextualized/ localized activity appropriate for his/her learners.

- Teacher may modify the activity considering his/her learners:
- Abilities
 - Interests
 - Location
 - Resources
 - Other diverse learning needs

Note: The teacher may also provide contextualized/ localized activity appropriate for his/her learners.

<p>VI. ASSESSMENT (Assessing Learning)</p>	<p>To summarize your learning, let us have these two sets of activities where you can display all the knowledge you have acquired from the different learning activities.</p> <p>A. PAPER-PENCIL TEST</p> <p>Test I – Matching Type: Analyze the case studies and behavioral patterns described in Column A. Match each scenario with its most precise theoretical concept, developmental stage, or psychosocial factor listed in Column B. Write the letter of your choice on the space provided before the number. Options in Column B may be used once, more than once, or not at all.</p> <p>Column A</p> <p>PART I: EASY (Application of Foundational Stages)</p> <p>_____ 1. Nadine changes her college major twice, takes elective classes in both psychology and graphic design, and completes a short summer internship to see which field truly fits her personality.</p> <p>_____ 2. Joshua, a 28-year-old software engineer, has been with the same tech firm for three years. He focuses on mastering his daily coding targets, earning a promotion, and anchoring himself firmly within the company culture.</p> <p>_____ 3. Sophia, a senior high school student, finds herself overwhelmed by her parents' constant pressure to take over the family retail business, causing her to feel completely directionless and paralyzed regarding her future.</p> <p>_____ 4. Mark feels terrified of vulnerability. He routinely sabotages potential long-term romantic relationships and avoids close friendships, preferring superficial, brief interactions to avoid getting hurt.</p> <p>_____ 5. Kyle has a clear sense of his personal values, religious beliefs, and political views, allowing him to confidently voice his opinions even when they conflict with his peer group's ideas.</p> <p>PART II: AVERAGE (Analysis of Intersecting Variables)</p> <p>_____ 6. A 21-year-old college student struggles with career choice anxiety but regularly meets with a university career counselor and uses personality assessment data to objectively evaluate their professional skills.</p> <p>_____ 7. An entry-level graphic artist in their early 20s intentionally collaborates with a senior creative director to absorb industry practices, aiming to transform their "tentative" freelancing habits into a stable, lifelong occupation.</p> <p>_____ 8. Chariz is pressured by severe socio-economic hardships to quit school and work a dead-end job, completely disturbing her natural progression through vital</p>	<p>After the exam:</p> <ul style="list-style-type: none"> ☐ Return scored assessments. ☐ Review items missed by 50% or more of the class. ☐ Reconnect each item to its corresponding lesson objective and content topic. ☐ Use aggregate results to determine whether re-teaching any topic is needed before the next lesson. <p>Rationalization of Matching Type</p> <p>(This provides the learner with a clearer understanding of the activity given.)</p> <ol style="list-style-type: none"> 1. C-Easy-Application <i>Rationalization:</i> Nadine is "'trying out" options via classes and internships, which directly matches Super's Exploration Stage (typically ages 15–24)." 2. D-Easy-Application <i>Rationalization:</i> Joshua is focused on securing, building, and stabilizing his place in his chosen industry, which represents Super's Establishment Stage (ages 25–44)."
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	<p>occupational trial-and-error phases.</p> <p>PART III: DIFFICULT (Evaluation of Complex Psychological Trajectories)</p> <p>_____ 9. A 26-year-old professional enters an intense emotional crisis. Because they chose a college degree solely to satisfy their parents, they now realize they lack an authentic sense of self, which prevents them from building deep, authentic relationships with a life partner.</p> <p>_____ 10. Despite facing massive industrial layoffs, a 23-year-old worker remains resilient. Their strong internal confidence (forged by resolving teenage identity crises) combined with free local community retraining seminars allows them to smoothly transition into a new industry sector.</p> <p>Column B</p> <p>A. Erikson: Identity vs. Role Confusion (Late Adolescence) B. Erikson: Intimacy vs. Isolation (Early Adulthood) C. Super: Exploration Stage (Tentative / Transition / Trial) D. Super: Establishment Stage (Stabilizing / Consolidating) E. Environmental / Social Risk Factor F. Environmental / Social Protective Factor G. The Interplay of Super's Exploration Stage and Erikson's Intimacy Stage H. The Confluence of Internal Psychological Resolution and External Social Protective Factors I. Psychosocial Crisis Cascade: Identity Confusion undermining Intimacy Resolution J. Super: Growth Stage (Developing Self-Concept)</p> <p>Test II – Multiple Choice Test: Read each scenario carefully. Select the best answer among the choices provided by focusing on the psychological and career-development principles at play. Encircle the letter of your choice.</p> <p>PART I: EASY (Application of Foundational Concepts)</p> <p>1. Clara is 19 years old. Over the past two years, she has worked part-time as a camp counselor, shadowed a physical therapist, and changed her college major from Business to Sports Science. According to Donald Super's Career Development Theory, which substage is Clara currently navigating? a. Crystallization (Specification) b. Exploration (Trial/Transition) c. Growth (Developing Self-Concept) d. Establishment (Stabilizing)</p> <p>2. Lean, a 26-year-old bank analyst, has been with the same financial institution for</p>	<p>3. A-Easy-Application <i>Rationalization:</i> Sophia is feeling paralyzed and directionless under parental pressure, a textbook example of Erikson's Role Confusion during late adolescence."</p> <p>4. B-Easy-Application <i>Rationalization:</i> Mark's fear of vulnerability and active avoidance of close connections maps to Erikson's crisis of Isolation in early adulthood.</p> <p>5. A-Easy-Application <i>Rationalization:</i> Kyle's ability to anchor himself in his own values despite peer pressure shows a successfully achieved Identity in Erikson's framework.</p> <p>6. F-Average-Analysis <i>Rationalization:</i> The active university career counselor and accessible data function as institutional safety nets, classifying them as an Environmental/Social Protective Factor."</p> <p>7. D-Average-Analysis <i>Rationalization:</i> Moving from a</p>
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	<p>four years. Instead of looking for jobs elsewhere, he is focused on building strong relationships with senior management, mastering corporate policies, and securing his position. In Super's theory, Lean is demonstrating the core behaviors of the:</p> <ol style="list-style-type: none"> Maintenance Stage Exploration Stage Establishment Stage Decline Stage <ol style="list-style-type: none"> Paolo, a senior high school student, feels intensely paralyzed because his parents expect him to become a doctor, while his friends urge him to join their music band. Lacking a clear sense of what he values or wants, he becomes increasingly withdrawn and anxious about the future. According to Erik Erikson, Paolo is experiencing: <ol style="list-style-type: none"> Autonomy vs. Shame and Doubt Identity vs. Role Confusion Intimacy vs. Isolation Industry vs. Inferiority Maya refuses to let her long-term partner learn about her deep personal insecurities or past emotional struggles. She frequently breaks relationships the moment they become "too serious," preferring superficial dating arrangements. Erikson would classify Maya's behavior as a failure to resolve the crisis of: <ol style="list-style-type: none"> Identity Achievement Generativity vs. Stagnation Intimacy vs. Isolation Trust vs. Mistrust Despite growing up in a high-crime neighborhood with underfunded local public schools, 17-year-old Mateo maintains excellent grades because he has access to a free, highly structured after-school youth leadership program and a dedicated teacher who mentors him. The youth program and mentor serve as: <ol style="list-style-type: none"> Individual Risk Factors Biological Protective Factors Environmental Protective Factors Systemic Risk Factors <p>PART II: AVERAGE (Analysis of Intersecting Variables)</p> <ol style="list-style-type: none"> A 21-year-old university student is highly anxious about their impending graduation. They actively schedule bi-weekly sessions with a school career counselor and take standard vocational interest tests to narrow down potential career tracks. How would an analyst classify this student's situation using developmental 	<p>"tentative" mindset to seeking long-term stability and mentorship marks the deliberate entry into Super's Establishment Stage."</p> <ol style="list-style-type: none"> E-Average-Analysis <i>Rationalization:</i> Socio-economic hardships are external barriers that cut off natural career development, making this an Environmental/Social Risk Factor." I-Difficult-Evaluation <i>Rationalization:</i> Advanced synthesis: This scenario tracks how failing to solve Erikson's Late Adolescent stage (Identity) causes a domino effect, destroying the capability to achieve early adulthood Intimacy." H-Difficult-Evaluation <i>Rationalization:</i> Advanced synthesis: The student must evaluate two layers: the worker's internal resilience (resolving identity) and the external environment (free seminars), showing a confluence of internal and external protective factors.
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	<p>principles?</p> <ol style="list-style-type: none"> The student is facing an Environmental Risk Factor that is actively delaying Super's Growth Stage. The student is utilizing an Environmental Protective Factor to navigate Super's Exploration Stage. The student is submitting to Role Confusion due to a lack of Individual Protective Factors. The student is prematurely entering the Super's Establishment stage without resolving their identity. <p>7. An entry-level software engineer in her early 20s intentionally transitions from changing freelance gigs every few months to taking a permanent, structured junior role at a stable firm. She explicitly notes that she wants to convert her "tentative ideas" about coding into a permanent, lifelong professional footprint. She is transitioning between which of Super's stages?</p> <ol style="list-style-type: none"> From Growth to Exploration From Exploration to Establishment From Establishment to Maintenance From Growth to Establishment <p>8. Due to severe, sudden economic hardships, a 17-year-old student is forced to drop out of senior high school to work long, grueling hours in an unstructured, low-wage manual labor job. According to career and psychosocial development theories, what is the primary structural danger of this scenario?</p> <ol style="list-style-type: none"> The environmental risk factor cuts off the natural trial-and-error period necessary for Super's Exploration stage. The individual risk factor forces the adolescent to prematurely resolve Erikson's Intimacy stage. The systemic protective factor over-accelerates the student into Super's Maintenance stage. The biological risk factor permanently freezes the individual in Erikson's Identity stage. <p>PART III: DIFFICULT (Evaluation and Synthesis of Complex Trajectories)</p> <p>9. At age 27, David enters a profound psychological crisis. He realizes that he chose his current corporate career solely to satisfy his dominant parents' demands, meaning he never truly discovered his own values or self-concept during his teenage years. Consequently, he finds himself entirely unable to form deep, authentic, vulnerable connections with romantic partners because he "doesn't know who he is yet." How does this case evaluate the interplay of Erikson's and Super's theories?</p>	<p>Rationalization of Multiple Choice (This provides the learner with a clearer understanding of the activity given.)</p> <ol style="list-style-type: none"> B-Easy-Rationalization: Super: Exploration, "Clara is in the 15–24 age bracket, actively piloting different options (majors, jobs) to see where her self-concept fits. This defines the Exploration Stage." C-Easy-Rationalization: Super: Establishment, "Lean's behaviors (securing his position, focusing on promotions, and long-term anchoring) are hallmarks of the Establishment Stage (ages 25–44)." B-Easy-Rationalization: Erikson: Identity vs. Role Confusion, "Paolo is 18 (late adolescence) and facing the exact friction of external pressures versus internal desires, resulting in a textbook case of Role Confusion." C-Easy-Rationalization: Erikson: Intimacy vs. Isolation, "Maya is in early adulthood but actively pushes away genuine vulnerability and connection, indicating a struggle with Isolation."
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- a. A premature stabilization in Super's Maintenance stage always guarantees a successful resolution of Erikson's Intimacy stage.
 - b. A failure to resolve the Identity crisis in late adolescence creates a domino effect, undermining the capacity to achieve Intimacy in early adulthood.
 - c. Settling into Super's Exploration stage too late automatically resolves underlying Role Confusion.
 - d. Psychological Isolation in early adulthood is completely independent of how one manages late adolescent identity tasks.
10. A 23-year-old worker faces sudden mass layoffs in the tech sector. However, because they successfully achieved a strong sense of personal identity during their teenage years, they remain calm. They leverage their internal resilience, combined with a free local government retraining seminar, to successfully pivot to a new tech place. Which of the following accurately synthesizes the protective factors at play?
- a. The scenario demonstrates a singular reliance on an individual biological risk factor.
 - b. The worker's success is driven purely by an external environmental factor, completely bypassing internal cognitive states.
 - c. The worker demonstrates a union of an internal protective factor (resolved identity/resilience) and an environmental protective factor (government seminar).
 - d. The worker bypassed Super's Exploration stage entirely by relying heavily on Erikson's Identity stage.

B. PERFORMANCE TASK

Activity: "**Stages & Choices: A Developmental Roleplay**"

Objective: Work in a group to write and perform a 3–5-minute live scenario (roleplay) that depicts a realistic conflict or milestone faced during late adolescence or early adulthood. Your performance must clearly demonstrate how this moment impacts either identity formation or career decision-making.

Mechanics & Instructions

Step 1: Group Formation & Role Assignment

- Form a group of 8 to 10 members.
- Assign roles within your team: Scriptwriter(s), Actors, and Director/Timekeeper.
- Presentation Time: 5 minutes
- You may deliver your output through live performance or through a video clip

5. C-Easy-Rationalization: Protective Factors, "The program and the teacher are external, social constructs that buffer Mateo against his high-risk neighborhood, making them Environmental Protective Factors."

6. B-Average-Synthesis/Analysis-Rationalization: The university guidance counselor is an external/institutional safety net (Environmental Protective Factor) being used to systematically map out career tracks (Super's Exploration Stage).

7. B-Average-Rationalization: Super Transition," Shifting from tentative, temporary freelance trials (Exploration) into a permanent, anchored footprint to build a stable career marks the direct transition into the Establishment Stage."

8. A-Average-Rationalization: Risk Factor Impact, "Economic hardship is an environmental risk factor. By forcing the youth into survival mode, it deprives them of the safe, low-stakes "trial-and-error" testing required to explore career self-concepts."

	<p>presentation at the next meeting.</p> <p>Step 2: Choose Your Focus Area</p> <ul style="list-style-type: none"> □ Select one of the following core tracks for your performance: Track A: The Identity Conflict (Late Adolescence): Depict a character navigating Erikson's Identity vs. Role Confusion. (Example: Confronting peer pressure, choosing a path separate from parental expectations, or discovering core personal values). Track B: The Career Milestone (Early Adulthood): Depict a character navigating Super's Exploration or Establishment stages. (Example: Facing a grueling job interview, changing career tracks due to an economic shift, or balancing personal life with professional entry). <p>Step 3: Build the Narrative Arc</p> <ul style="list-style-type: none"> □ Your short skit must contain three distinct parts: The Setup: Introduce the character, their age/stage, and their current life situation. The Climax/Turning Point: Present a specific crisis, risk factor (e.g., financial hardship, peer judgment), or milestone. The Resolution: Show how the character responds using an internal or environmental protective factor (e.g., a mentor's advice, inner resilience). <p>Step 4: The Live Reflection (Crucial)</p> <ul style="list-style-type: none"> □ Immediately following your 3–5-minute performance, one representative from the group must step forward and deliver a 1-minute verbal explanation to the audience. □ This explanation must explicitly state: <i>"Our scenario connects to [Identity Formation / Career Decision-Making] because the character managed the conflict by..."</i> 	<p>9. B-Difficult-<i>Rationalization</i>: Evaluative Cascade, "This highlights a Psychosocial Cascade. According to Erikson, you must know who you are (Identity) before you can truly give yourself to another person (Intimacy). David's career compliance masked a lack of true identity achievement.</p> <p>10. C-Difficult-<i>Rationalization</i>: Multi-layered Synthesis, "The student must evaluate both internal and external mechanisms: the successful resolution of identity provides internal resilience, while the local seminar provides external support, demonstrating a confluence of internal and environmental protective factors.</p> <p>The Performance Task targets the learning objective 5 (Perform) at Bloom's Level 6 by requiring learners to perform a scenario depicting a developmental conflict or milestone and articulate its connection to identity formation or career decision-making.</p> <p>This activity will also serve as the SIPT of the learners where they can display all the knowledge and skills gained from the different learning activities.</p>
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RUBRIC

Criteria	Mastered (4)	Proficient (3)	Developing (2)	Beginning (1)
Content & Theoretical Connection	The conflict/milestone is highly realistic. The connection to identity or career choice is glaringly obvious and deeply woven into the script.	The scenario cleanly depicts a developmental stage. Connection to identity or career is clear but a bit predictable.	The scenario is present, but the psychological conflict feels shallow or confusingly portrayed.	The skit lacks a clear developmental conflict; it plays a random story with no link to identity or career concepts.
Performance & Execution	Group is fully memorized, uses vocal expression/blocking effectively, and stays strictly within the 3–5-minute time window.	Satisfactory performance. Clear voices and decent pacing. Minor hiccups in timing or script flow but overall engaging.	Teams rely heavily on reading notes or scripts during the performance. Dialogues are hard to hear or disorganize.	Performance is extremely disorganized, chaotic, or significantly under the minimum time requirement.
The 1-Minute Articulation	The verbal reflection perfectly links the performance to Erikson's or Super's concepts with pinpoint accuracy.	The verbal reflection correctly explains how the character's identity or career was shaped by the event.	The reflection was attempted, but the group struggled to clearly explain the psychological connection.	The group failed to provide an explanation, or the explanation had nothing to do with the performance shown.

SELF-ASSESSMENT CHECKLIST (Put check mark on your answer)

	YES	PARTIALLY	NOT YET
I can identify the key stages of Erikson's psychosocial development theory.			
I can explain the different characteristics of each stage in Super's career development theory.			
I can analyze the protective and risk factors and their impact on developmental outcomes.			

The learners will also compile their individual outputs, in portfolio form, as evidence of their learning progress, with the title "My Developmental Story".

Quick Tips for the Teacher:

- Preparation: Give groups enough time to conceptualize and practice their skit before running the live performances.
- Materials: Keep low stakes. Encourage students to use items already in the classroom (chairs, backpacks, notebooks) as their only props.

Basis for remediation and enrichment:

Remediation — for learners who score below the passing mark in any of the learning activities: provide a guided worksheet with labeled Erikson and Super stage descriptions and a matching activity, followed by a teacher-directed small-group discussion on protective/risk factors.

Enrichment — for advanced learners: assign a comparative analysis essay applying both Erikson's and

	<div>I can examine the significance of understanding one’s developmental stages, tasks, and protective and risk factors in forming an identity and making career decisions.</div> <div>I understand how these developmental stages, tasks, and protective and risk factors affect one’s life.</div>					Super’s frameworks to a self-chosen Filipino public figure, including identification of protective and risk factors.
VII. REFLECTION <i>(Feedback and continuous improvement)</i>	<i>This section presents the key highlights and challenges encountered by both teachers and learners during the teaching-learning process throughout the unit. It also includes the adjustments made by the teacher to improve instruction.</i>					
	How did you structure and deliver the lesson?					
	What teaching strategies or methods did you use?					
	Did the lesson go according to your plan? Why or why not?					
	How did students respond to the activities?					
	Which activities were most effective in promoting participation?					
	How did students demonstrate understanding during the lesson?					
	What do the assessment results indicate students' understanding of the content?					
	What worked well in this lesson and why?					
	What challenges did you encounter, and how did you manage them?					
	Are learners able to absorb essential ideas from brainstorming scenarios?					
	Did the discussion generate meaningful personal connections?					
	What adjustments would improve engagement?					
VIII. USE OF GENERATIVE AI	<i>In preparing this Learning Exemplar (LE), the author(s) used ChatGPT to [1. enhance the grammar and structure of the statements and instructions used, 2. align the different learning activities to the expected competencies, 3. provide a more comprehensive rubric for activity assessment, and 4. develop a more appropriate assessment tool to measure learners progress]. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</i>					

Content/Topic	Understanding protective and risk factors, sense of self, and health and wellness in their transition from late adolescence to early adulthood	Lesson Exemplar	2
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I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of the interconnectedness of developmental tasks, protective and risk factors, sense of self, and health and wellness in their transition from late adolescence to early adulthood.
B. Performance Standard	The learners reflect on their personal experiences as adolescents in terms of developmental tasks, protective and risk factors, sense of self, and health and wellness.
C. Learning Competencies	Examine one's sense of self through understanding key developmental stages, tasks, and protective and risk factors of late adolescence and early adulthood
II. REFERENCES and MATERIALS (Selecting Resources and Material)	<p><i>CDC Youth Violence Prevention (2024): Risk and Protective Factors: https://www.cdc.gov/youth-violence/risk-factors/index.html</i></p> <p><i>Centers for Disease Control and Prevention (CDC). 2020. "Moving Forward." Video. YouTube. https://www.youtube.com/watch?v=FJDwe2RkOgo.</i></p> <p><i>R. Shepler and Center for Innovative Practices and ODMH. "Risk and Protective Factors Checklist v.3." Center for Innovative Practices and ODMH, 2006. http://resiliencyohio.org/assets/risk_and_protective_factors_checklist_totals.pdf.</i></p>
III. CONTENT (Sequencing Content)	<p>Understanding protective and risk factors, sense of self, and health and wellness in their transition from late adolescence to early adulthood.</p> <ul style="list-style-type: none"> • Identification of protective and risk factors of late adolescence and early adulthood on self- concept. • Explanation of the interconnectedness of protective and risk factors of late adolescence and early adulthood on self-concept.
IV. OBJECTIVES (Setting Clear Objectives and Analyzing the Tasks)	<p>At the end of the lesson the learner will be able to:</p> <ul style="list-style-type: none"> • identify the protective and risk factors, sense of self, and health and wellness in their transition from late adolescence to early adulthood. (C) • complete graphic organizers such as concept map, mountain trail, etc. to demonstrate the protective and risk factors that influence the development of self-concept. (P)

	<ul style="list-style-type: none"> appreciate the different protective and risks factors in your environment that can develop wellbeing. (A) 	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	<p>1. Activating Prior Knowledge</p> <p>Good day, everyone! Let us start our day with an activity that reflects our understanding of the previous lesson.</p> <p>Option 1: Brainstorming</p> <p>The teacher will have a quick survey to gauge students' initial understanding of protective and risk factors.</p> <ul style="list-style-type: none"> What comes to mind when you hear the term 'protective and risk factors'? <i>(The teacher may use a word cloud app (Mentimeter, slido, etc.) for digital or the teacher will write students' answers on the board)</i> <p>Processing Questions:</p> <ol style="list-style-type: none"> What did you observe from the activity? Do you think protective factors are important in your life? Can you think of an example of a risk factor in your own life? <p>Option 2: Picture Analysis</p>  <p>OpenAI. (2026). AI-generated image of a young East Asian boy sitting at a wooden table in a humble indoor setting [AI-generated image]. https://chatgpt.com/c/6a277e36-97d4-83ec-b3da-d04ad961c4f9.</p> <p>This is a picture of a child who was born in a slum area. There are many substance users in their environment. There are also gang members. However, he has a loving family who teaches him values. Look at the picture and describe it</p>	<p><i>The teacher will facilitate the class by choosing activities from the given options of activities suitable to the needs and skills of students. The options allow students to practice the idea of exploration, engagement, and ideation in the IDF.</i></p>

using a complete sentence and take note of the important details you have observed, and we will discuss more about it. Can you tell me about this picture?

Processing Questions:

1. What factors could endanger this child?
2. What factors will help this child succeed in life?
3. What do you think the future holds for this child?
4. Who can help this child succeed in life?

Option 3: Situational Analysis

1. The teacher will present two (2) situations based on the previous discussion. The students will read and analyze the situations carefully and identify important ideas. Answer the guide questions using complete and clear sentences.
2. Rate the impact of each factor on wellness using a scale of 1–5.
Example:

Effect on Wellness	Rating (1–5)	Description
Very Negative	1	Significantly harms physical, mental or emotional well-being.
Negative	2	Has a somewhat harmful effect on wellness.
Neutral	3	Little to no noticeable effect on wellness.
Positive	4	Contributes to improved wellness and healthy functioning.
Very Positive	5	Strongly enhances overall wellness and quality of life.

Note: The checklist activity is highly recommended to be used to understand a student's situation and take necessary action if needed.

	<p>3. Create a simple digital table or infographic summarizing the protective and risk factors in each situation. Students may use Canva or PowerPoint to visually present their analysis.</p> <p>Situation 1 Maria balances her studies, gets enough sleep, and talks to her parents whenever she feels stressed. <i>Guide Questions:</i></p> <ol style="list-style-type: none"> 1. What protective factors are shown in the situation? 2. How do these factors help Maria's well-being? 3. What developmental tasks is Maria learning? <p>Situation 2 John spends too much time online, lacks sleep, and is influenced by friends skipping classes. <i>Guide Questions:</i></p> <ol style="list-style-type: none"> 1. What risk factors are present in the situation? 2. How can these affect John's health and future? 3. What advice can you give to John? <p>2. Establishing the Purpose of the Lesson</p> <p>From the previous activity, we realized that several factors are both damaging and beneficial. As you transition from adolescence to adulthood, you will be facing or perhaps currently facing different challenges in your life journey. Some of these challenges are associated with various risk factors that could affect you and your well-being. For us to learn more about it, let us do this activity (teachers may choose which activity).</p> <p>Option 1: Let me Check Activity: Protective and Risk factor</p> <p>The teacher will give students a copy of the checklist and ample time to check and identify the risk or protective</p>	<p><i>The teacher will facilitate the class by choosing activities from the given options of activities suitable to the needs and skills of students.</i></p> <p><i>Script for teacher: We are going to talk about risk and protective factors today. Protective factors can help you in time of need. Risk factors can lead to challenges or concerns; therefore, these must be</i></p>
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factors they have as individuals, from peers, family, school and community.

Risk and Protective Factors Checklist V.3

Youth: _____ Date: _____

	Risk Factors	Protective Factors
Individual	☐ Trauma history ☐ Difficulty learning and understanding ☐ Cognitive and/or situational inflexibility ☐ High impulsivity ☐ Low harm avoidance; risk & sensation seeking ☐ Limited frustration tolerance ☐ Poor ability to problem solve; resolve conflicts ☐ Poor self-regulation skills (Behavior; emotions) ☐ Previous self harm ideation or behaviors ☐ Lacks futures orientation ☐ Drug Use: Favorable attitudes/Early use ☐ Physical Health Concerns (Diabetes, etc) ☐ Developmental Concerns (Autism Spectrum Disorders; learning disabilities; etc.) ☐ Medication: (non-compliance; no psychiatric)	☐ Gives back to the community ☐ Futures orientation ☐ Hopefulness ☐ Motivation to Succeed ☐ Effective communication skills ☐ Conflict resolution; problem solving skills ☐ Emotional regulation skills ☐ Organization and planning skills ☐ Appropriate decision-making skills ☐ Tolerance in frustrating situations ☐ Knowledge of triggers & relapse prevention skills ☐ Physically healthy and active ☐ Abilities & Talents ☐ Medication compliant
Family	☐ Low parental monitoring and supervision ☐ Parental substance use ☐ Parental mental health issues ☐ Family violence ☐ High family conflict ☐ Low family bonding ☐ Lack of rules, structure, accountability ☐ Inconsistent or harsh discipline ☐ Basic needs unmet (Housing; food; utilities) ☐ Lack of physical or emotional safety	☐ High monitoring; supervision; structure ☐ Supportive relationships & strong bonds ☐ Positive communication ☐ Realistic expectations & accountability ☐ Clear rules and consistent consequences ☐ Available and accessible family supports ☐ Adequate resources ☐ Regular family activities ☐ Stable housing ☐ Physical and emotional safety ensured
Peers & Activities	☐ Negative peer influences (Drug Use; Gangs) ☐ Weak conventional ties (school/community) ☐ Unsupervised, unstructured time and activities ☐ No positive activities	☐ Pro-social peers ☐ Peers attend school/community events ☐ Organized activities with adult supervision ☐ Asset-enhancing activities
School	☐ Poor attendance/truancy ☐ Failure in school/poor school performance ☐ Unrealistic/unachievable expectations (school) ☐ Lack of positive connections in school ☐ Behavioral problems at school ☐ Lack of school credits (falling behind) ☐ Low commitment to school ☐ School placement does not meet educational needs	☐ Positive youth and parental involvement ☐ Accommodations matched to need ☐ Positive & caring school climate ☐ Realistic & achievable expectations (school) ☐ Clear rules and consequences ☐ On schedule to graduate ☐ Good fit with school placement ☐ Positive relationships with school
Community	☐ Poverty ☐ Restricted opportunity for positive involvement ☐ Density of delinquent peers ☐ Violence in neighborhood ☐ Drug use/selling in neighborhood	☐ Positive adult role models (mentors, etc) ☐ Faith connections ☐ Opportunities to give back ☐ Neighborhood monitoring and supports ☐ Structured & monitored activities available

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Note: see the full page in the annex

R. Shepler and Center for Innovative Practices and ODMH. "Risk and Protective Factors Checklist v.3." Center for Innovative Practices and ODMH, 2006. http://resiliencyohio.org/assets/risk_and_protective_factors_checklist_totals.pdf

managed. We will have activities to understand these.

The options allow students to practice the idea of exploration, engagement, and ideation in the IDF.

Count and tally the number of risk factors and protective factors they checked in each category.

Aspect	Risk Factors	Protective Factors
Individual		
Family		
Peers and Activities		
School		
Community		

Input their tally results into Google Sheets or Excel to automatically generate graphs.

Processing Questions:

1. What are the risk factors that you checked?
2. Which aspect has more protective factors, and which has more risk factors? Discuss your answer.
3. What can you do to build more protective factors in your own life or in the life of someone else?

Option 2: Meta Cards Sorting

For this activity the teacher will write protective factors and risk factors on the board. Provide meta cards or sticky notes to students. Guide them in writing their outputs.

Materials Needed:

One meta card per student (or small slips of paper + tape)

A wall, whiteboard, or large poster with two sections labeled:
Protective Factors and Risk Factors

To help students identify and categorize behaviors, situations, or influences as either Protective or Risk factors.

The teacher will instruct the students to:

- Think of something that helps a person stay safe healthy, and strong (protective factor)
- Think of something that might lead to concerns or challenges in the future (risk factor)

	<p>Give a sticky/meta card to each student where they will:</p> <ul style="list-style-type: none"> • As a SHS student, list down a protective or risk factor that may help or hinder you from attaining your goals after high school should you wish to pursue your college degree, further your skills, seek for employment or plan to be an entrepreneur. • Students walk up and stick their note under the heading they believe fits best: Protective or Risk. <p>The teacher will choose a few sticky notes at random and read them aloud.</p> <p>Examples:</p> <p style="padding-left: 40px;">Protective: Having supportive parents, Talking to a counselor, Playing sports</p> <p style="padding-left: 40px;">Risk: Being pressured to use prohibited drugs, Skipping school, Bullying</p> <p>Then the teacher will ask:</p> <ul style="list-style-type: none"> • Is this a risk or protective factor? Why? <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What ideas belong to protective or risk factors? 2. What was something interesting or helpful you heard? 3. What have you realized from the activity? <p>Option 3: Mindfulness activity: My Inner Shield:</p> <p>Breathing Through Risks and Strengths” Steps:</p> <p>Settle Down (2 minutes):</p> <p style="padding-left: 40px;">Ask students to sit comfortably, close their eyes, and take deep breaths—inhaling through the nose and exhaling through the mouth.</p> <p style="padding-left: 40px;">Guided Visualization (5 minutes):</p> <p style="padding-left: 40px;">Read the script below slowly, pausing where appropriate to give them time to reflect.</p> <p style="text-align: center;">Mindfulness Script (Read Aloud)</p> <p style="padding-left: 40px;">“Close your eyes. Take a deep breath in... and slowly let it out. With each breath, feel your body becoming more</p>	
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	<p>grounded and your thoughts gently settling. Now, imagine your life as a journey through a forest. Along the path, you encounter shadows—these are your challenges, your risk factors. You see them, but you do not run. You acknowledge them and breathe through them. With every inhale, you face them. With every exhale, you release their power over you. Then, as you walk further, you notice trees with strong roots, a beam of sunlight breaking through, and a stream flowing calmly. These are your protective factors—your strengths, your sources of hope. Stay with this moment. You are supported. You are resilient. In this space, you are safe. Breathe in strength. Breathe out doubt. Breathe in hope, breathe out worry. Continue breathing in positive wishes for yourself and breathing out problems. When you're ready, open your eyes and gently write down what you saw along the path—your shadows and your strengths.”</p> <p><i>Reflection and Journaling (5–8 minutes):</i></p> <p>After the visualization, students will open their eyes and write down:</p> <ul style="list-style-type: none"> • 3 things they consider as risk factors in their lives (e.g., stressors, habits, relationships) • 3 protective factors (e.g., supportive people, strengths, hobbies, values) • One thing they can do to strengthen a protective factor this week <p><i>Processing Questions</i></p> <ol style="list-style-type: none"> 1. What are your strengths? How will these help you? 2. What are you breathing out? How will you minimize the things that make you worried or unsafe? 3. How can we increase our protective factors? How can these help us in the future? <p>Option 4: Think-Pair and Share</p> <p>The teacher asks students to think about their current understanding of protective and risk factors. What are they, why are they important, and how do they relate to their lives?</p>	<p><i>The teacher will facilitate carefully in doing the mindfulness activity and read the script given below.</i></p>
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	<p>The student will pair up with a classmate and discuss their thoughts. Then, as a whole class, share their ideas and insights with the teacher.</p> <p><i>Processing Questions:</i></p> <ol style="list-style-type: none"> 1. What specific protective and risk factors do you see in your own life, and how do they influence your decisions and well-being? 2. How can understanding risk and protective factors help you make better choices and handle challenges more effectively in the future? 	
<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p>For you to understand clearly our discussion for this week, here are some examples that show interconnectedness of protective and risk factors of late adolescence and early adulthood on self-concept. (Teachers may choose 1 or 2 activities below)</p> <p>Option 1: Video analysis:</p>  <p>Moving Forward.mp4 https://youtu.be/FJDwe2RkOqo Centers for Disease Control and Prevention (CDC). 2020. "Moving Forward." Video. YouTube. https://www.youtube.com/watch?v=FJDwe2RkOqo.</p> <p><i>Processing Questions:</i></p> <ol style="list-style-type: none"> 1. What behaviors or situations in the video increase the likelihood of negative outcomes for the characters? 2. Are there signs of harmful influences, such as peer pressure, family conflict, or environmental stress? 3. Rank each from most harmful influential (1) to least harmful influential (5) and explain your answer. Use the table below for ranking. 	<p><i>The teacher will facilitate the class by choosing activities from the given options of activities suitable to your students.</i></p> <p>The teacher will play a video clip for the class and encourage students to observe the content carefully. Before playing the video, the teacher will instruct the learners to take note of the characters' behaviors and compare them.</p> <p><i>In this activity, the student may practice reflective and responsive ideas.</i></p>

Level of Harmful Influence	Rating (1–5)	Description
Most Harmful	1	Has a severe negative impact on wellness.
Highly Harmful	2	Has a strong negative impact on wellness.
Moderately Harmful	3	Has a noticeable negative impact on wellness.
Slightly Harmful	4	Has a minor negative impact on wellness.
Least Harmful	5	Has little to no negative impact on wellness.

3. What positive influences or supportive situations help the characters make good choices or avoid danger?
4. Can you identify any people, relationships, or resources that help the characters stay on a positive path?

Option 2: Draw Lots and Discuss

- The Teacher will prepare 10 to 12 slips of paper, write various protective (5 to 6) and risk factors (5 to 6), and place them in the bowl
- The teacher will divide the class into small groups (5 to 6), then each representative of the groups will draw slips from the bowl.
- The representatives will bring the slips into their respective groups and discuss whether those are protective factors or risk factors and let them explain each using their own words.
- Each group will write a short explanation of why they categorized the factor as protective or risky and share in front of the class
- The representative will submit their group answers and

This activity will help students explore, connect, and engage.

reflection using digital tools such as Padlet, Jamboard, Mentimeter or Google Classroom.

Option 3: Spin-A-Wheel

- The teacher will prepare a wheel of various protective factors and risk factors (if technology and devices are available, a digital wheel may be presented to the class; otherwise, whatever materials that could be improvised as a wheel, or it could be spin-a-bottle)
- Teachers will ask a student who will spin the wheel of protective and risk factors
- When the wheel stops, the student will read it aloud and determine if that is a protective or risk factor and explain why, include a short statement or reflection such as: “This factor can affect a person's life because...”. Repeat the same process until the allotted time for this activity permits

Option 4: Digital Vision Board: My Future Self

1. The teacher introduces the concept of a “Vision Board”, presenting a sample digital vision board for reference.
2. The students will be tasked to collect different images, quotes and symbols ahead of time and organize them into categories:
 - a. Protective Factors
 - b. Goals
 - c. Healthy Practices
 - d. Positive Relationships

**Organize the ideas into the following categories:

Category	Guide Questions
Protective Factors	Who or what helps you make positive decisions?
Goals	What do you want to achieve in the future?

1. Discussing New Concept

Now that we have identified what protective and risk factors are, let's explore how these show up from late adolescence to early adulthood.

Option 1: Direct Instruction – with visuals and Question and Answer

Briefly explain the definitions and concepts of protective factors (e.g., family support, education, coping skills) and risk factors (e.g., substance abuse, peer pressure, unemployment).

Protective Factors: These are positive conditions or influences that help individuals cope with challenges, enhance resilience, and promote healthy development. Protective factors act as buffers against stress, adversity, and negative outcomes.

Proactive action: This means taking steps or acts to prevent problems from happening.

Risk Factors: These are negative conditions or influences that increase the likelihood of adverse outcomes, such as mental health issues, poor physical health, or difficulties in development. Risk factors often contribute to vulnerability and challenges in coping with life stressors.

Late Adolescence to Early Adulthood: This transition, typically from ages 18-25, is marked by significant changes in education, career, relationships, and personal identity. Individuals move from dependence to greater independence and self-exploration during this stage.

Self-Concept: The understanding individuals have about themselves, which includes self-esteem, personal identity, and their perceived abilities, traits, and worth.

1. *Self-Image* – How do you see your actual self

2. *Self-Worth* – How much value you have in yourself (intrinsic)

3. *Ideal Self* – Who you really want to be

Well-Being: A state of overall happiness, health, and life satisfaction. Well-being includes physical, emotional, and social aspects that contribute to a fulfilling life.

	<p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Which among the given protective factors can help you achieve your goal after high school? What can help you be a young entrepreneur, be employed, pursue higher education, or enhance your skills more? 2. How can risk and protective factors influence your decision after high school or your transition from late adolescence to early adulthood? 3. What's one thing you can do to strengthen your well-being or support someone else's during this stage of life? <p>Option 2: Group Discussion</p> <p>Students will discuss specific questions related to protective and risk factors in their development and well-being, then present their conclusions to the class.</p> <p>Divide the Class into 5 Groups</p> <p>Split the class into five small groups (4-5 students per group works well).</p> <ol style="list-style-type: none"> 1. Assign each group a unique question to discuss and answer. 2. Assign Questions to Groups <p>Group 1: Protective Factors in Physiological Development</p> <ul style="list-style-type: none"> • How will you define Physiological development? • What are some key protective factors that promote healthy physical development in early adulthood? • How can these factors positively affect overall well-being? <p>Group 2: Risk Factors in Emotional Development</p> <ul style="list-style-type: none"> • What are some risk factors that can negatively affect emotional development during the transition to adulthood? • How can these impact self-concept and well-being? How do you develop your emotional well-being? <p>Group 3: Risk and Protective Factors in Relating with Others</p> <ul style="list-style-type: none"> • What is Psychosocial development? 	
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	<ul style="list-style-type: none"> • How do relationships with peers and family serve as protective or risk factors for psychosocial development? • How can these relationships impact self-concept and emotional well-being? <p>Group 4: Managing Stress and Coping Mechanisms</p> <ul style="list-style-type: none"> • What are the causes of stress? • What do you do in managing stress in your late adolescence and early adulthood? How can good coping strategies be a protective factor? <p>Group 5: Importance of Self-concept for well-being</p> <ul style="list-style-type: none"> • What influences one's self-concept and overall well-being? How can protective factors help enhance your well-being in young adults? <p>3. Discussion and Preparation</p> <p>Time Provide 15 minutes for the groups to:</p> <ul style="list-style-type: none"> • Discuss their question and identify key points they want to present. • Use real-life examples or research to back up their ideas • Prepare a short presentation (3-5 minutes) for the class. This could be a verbal summary, a poster, or a digital presentation. <p>Presentation Guidelines</p> <ul style="list-style-type: none"> • Each group will present their findings to the class after the discussion time. • A brief summary of their answer to the question. • An explanation of the key concepts (e.g., protective factors, emotional development, etc.). • Real-world examples or scenarios to illustrate their points. • A concluding thought or reflection on how the factors discussed relate to their own lives or the lives of others. <p><i>Note: See the rubrics for presentations of output from discussions in the annex</i></p>	
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Processing Questions:

1. What was the most interesting idea learned from other groups?
2. Which protective factor do you think is most important for someone your age, and why?
3. How do risk and protective factors influence the way we see ourselves and make decisions during big life transitions?
4. What's one thing you can do to strengthen your well-being or support someone else during this stage of life?

4. Developing Mastery

What kinds of challenges or pressures do people face at this stage?

As students move into early adulthood, they start shaping their identity and making more independent choices.

SWOT framework:

Strengths = Internal protective factors	Weaknesses = Internal risk factors
Opportunities = External protective opportunities	Threats = External risk factors

You can use this visual:

SWOT Element	Description	Examples
Strengths	Internal protective factors	Self-confidence, family support
Weaknesses	Internal risk or vulnerabilities	Low self-esteem, impulsivity
Opportunities	External positive influences	Access to education, mentors
Threats	External negative influences Risk factors	Peer pressure, environmental issues

Have groups or individuals share their SWOTs

The teacher will guide the students in doing the SWOT analysis in their protective and risk factors. In this activity students may practice exploration, engagement, ideation, responsive and reflective skills

	<p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Which protective factors can be strengthened? 2. How can risk factors be mitigated? 3. What role do peers, families, schools, and communities play? 	
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p>Option 1: “My Life Map” <i>My Life Journey Map: Understanding Risk and Protective Factors</i></p> <ul style="list-style-type: none"> • The teacher briefly discusses the meaning of self-concept, risk factors, and protective factors. • Divide the learners into 3 groups with 4–6 members. • Assign the following graphic organizer using either digital formats (e.g., Canva, Google Slides, etc.) or analog formats (e.g., scrapbooks, old photo albums, chalkboards, etc.). <ul style="list-style-type: none"> ◦ Group 1 - Concept Map – showing connections among factors affecting self-concept ◦ Group 2 - Mountain Trail – showing challenges and supports throughout life's journey ◦ Group 3 - Life Path/Road Map – showing obstacles and helping factors leading to goals • The members will read and identify key terms related to self-concept, protective factors, and risk factors. • Students will count and classify the number of identified risk and protective factors and convert the results into percentages, i.e. "Out of 20 identified factors, 12 (60%) are protective and 8 (40%) are risk factors." • Students present and explain their outputs to the class. <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Which protective and risk factors did your group identify? 2. Which category has the most influence on self-concept based on your data? Explain. 3. How did the use of numbers, charts, and digital tools help you understand the relationship between these factors? 	<p><i>The teacher will ask students to draw or create a path (like a road, mountain trail, or timeline).</i></p>

	<p>4. What protective factors can you strengthen in your own life?</p> <p>Option 2: Risk and Protective Factor Mapping</p> <ul style="list-style-type: none"> • The teacher will instruct students to draw a "web" of the people, habits, and support in their lives that help keep them healthy and strong in facing the challenges or risk factors. • You can imagine the student at the center of a spider web, with each strand connecting to: <ul style="list-style-type: none"> ○ Inner Ring – closest and most consistent support (e.g., family, best friend, teacher). ○ Middle Ring – regularly accessed support (e.g., counselor, club adviser, groupmates). ○ Outer Ring – occasional but important support (e.g., barangay official, online tools). <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Which habits and practices are protective factors that can be reinforced? 2. Which supports do you consider significant for protective factors? 3. What roles do peers, families, schools, and communities play? <p>Option 3: Protective/Risk Role Play & Movement Freeze Tableau Frames</p> <p>The teacher will guide the students to form groups with 5-6 members. Each group will be given a scenario to portray protective and risk factors. They will act then freeze at the end.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Form small groups of 5-6 students. 2. Choose one scenario to act out based on either: <ul style="list-style-type: none"> • A Protective Factor being used effectively (e.g., peer support, healthy habits, adult guidance) • A Risk Factor causing difficulty or harm (e.g., peer pressure, neglect, unhealthy coping) 	
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3. Create a Role play (1–2 minutes) that clearly shows the situation, the choices made, and their outcomes.
4. End the play with a “Freeze Frame” – a still body pose that shows how the characters feel at the end of the scene.
5. One member of each group briefly explains the factors involved and what lesson can be learned.

Note: See the rubrics for presentations of output from discussions in the annex
Processing Questions:

1. What did you feel from the activity?
2. What protective and risk factors did you observe from the activity?
3. If you were in this situation, what would you do to improve your protective and reduce the risk factor?

2. Making Generalization

Option 1: Concept Map-Generalization

The teacher will guide the students in creating a concept map to creatively summarize the lesson.

Example of a Concept Map Layout:

Central Node: "Well-Being" or "Self-Concept"

Branch 1: Risk Factors (e.g., peer pressure, family conflict, stress)

Branch 2: Protective Factors (e.g., supportive friends, healthy habits, good communication skills)

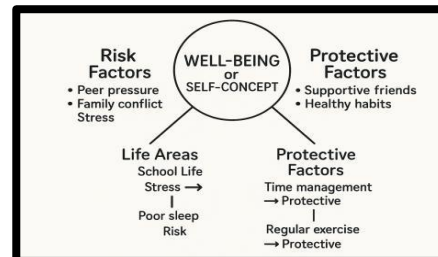
Branch 3: Life Areas:

School Life: Stress → Risk; Time management → Protective

Health: Poor sleep → Risk; Regular exercise → Protective

Social Life: Peer pressure → Risk; Supportive relationships → Protective

Sample image:



The teacher will facilitate the class guiding students to analyze the situation that may help them identify and explain the protective and risk factors.

In this activity students may practice responsive and reflective skills

This activity promotes critical thinking about self-concept and development. It also promotes action and empathy.

(Summary of the lesson)

The teacher will guide in doing the generalization activity. The teacher may choose between the 2 options.

For concept Map: Guide the students in doing the concept map.

3-5 sentence Summary option

This can be done orally or written.

(sample summary of the lesson)

“During adolescence and early adulthood, we are influenced by many protective and risk factors. Protective factors are

positive influences—like strong family support, healthy friendships, good education, and self-confidence—that help us succeed and avoid harmful behaviors. Risk factors are negative influences—such as peer pressure, poor mental health, family conflict, or lack of opportunity—that can make it harder to achieve our goals.

Understanding these factors helps us build a strong

	<p>Option 2: 3-5 Sentence-Summary</p> <p>The teacher will guide students to write their own version of the generalization in 3–5 sentences using their personal reflections.</p> <p>Example:</p> <p>During adolescence and early adulthood, we face positive influences called protective factors, like family support and good friends, which help us succeed. We also face negative influences called risk factors, like peer pressure and family problems, which can make things harder. Knowing these helps us understand ourselves better and make good choices for college, work, or learning new skills. By focusing on the positives and handling the risks, we can plan for a successful future.</p> <p>Option 3: Strength-Building Recipes</p> <ul style="list-style-type: none">• Students to write recipes for building their strengths to improve their self-concept (e.g., 2 cups of supportive friends, 1 teaspoon of mindful exercise, etc.)• Exchange recipes in small groups, adding "secret ingredients"	<p><i>self-concept—how we see and value ourselves—which is important when preparing for college, work, starting a business, or learning new skills. By strengthening our protective factors and managing or reducing our risks, we can make better decisions and create a clear plan for our future success.”</i></p>
<p>VI. ASSESSMENT <i>(Assessing Learnings)</i></p>	<p>Multiple-Choice Assessment:</p> <p>Directions: Read the statements carefully and decide for the best option that answers each of the given questions. Choose the letter of the correct answer. (to make this more interactive the teacher may use sign language or hand signal of the letter of the correct answer)</p> <p>1. What is a protective factor?</p> <p>A) A situation that causes psychological distress. B) A factor that is only relevant during childhood. C) factor that increases the likelihood of negative outcomes. D) A characteristic that reduces the impact of stress or negative events.</p> <p>2. Which of the following is a risk factor for emotional development in early adulthood?</p> <p>A) Strong family support B) Positive peer relationships C) Chronic stress and anxiety D) Physical exercise and good nutrition</p> <p>3. Which of the following is an example of a protective factor for psychosocial development?</p> <p>A) Substance abuse</p>	

- B) Isolation from peers
 - C) Low academic achievement
 - D) Strong social connections and support
4. How does mental health impact self-concept in early adulthood?
- A) It has no effect on self-concept.
 - B) Mental health improves self-concept.
 - C) Mental health only affects physical development, not self-concept.
 - D) Poor mental health can lead to negative self-concept and lower self-esteem.
5. What is a protective factor for managing stress in early adulthood?
- A) Lack of sleep
 - B) Social isolation
 - C) Chronic negative thinking
 - D) Regular exercise and relaxation techniques
6. Which of the following is a risk factor for physical development in early adulthood?
- A) Adequate sleep
 - B) Balanced nutrition
 - C) Regular physical activity
 - D) Substance abuse and peer pressure
7. Which of the following psychosocial factors is most likely to increase the risk of emotional difficulties in adolescence?
- A) High academic performance
 - B) Peer rejection and social isolation
 - C) Healthy coping strategies for stress
 - D) Supportive and understanding family relationships
8. How can positive peer relationships serve as a protective factor?
- A) By fostering negative self-concept
 - B) By encouraging unhealthy behaviors
 - C) By causing feelings of competition and comparison
 - D) By offering emotional support, enhancing self-esteem, and providing guidance
9. Leo has a part-time job after school and uses his earnings to support his family. Despite his responsibilities, he still finds time to complete his assignments, talk to a school counselor when he feels stressed, and hang out with close friends on weekends. Which of the following is a protective factor in Leo's situation?
- A) Isolating himself from peers
 - B) Avoiding responsibilities at home
 - C) Talking to a counselor when feeling stressed
 - D) Working too many hours and skipping classes
10. Jose is a Grade 12 student preparing for his final exams. Lately, he has been feeling overwhelmed due to pressure from his parents to get into a top university. He has stopped attending his weekend basketball practices

	<p>and rarely talks to his friends. He spends most of his time alone, studying and worrying about the future. Which of the following is a risk factor in Jose's current situation?</p> <p>A) Having a supportive peer group B) Talking openly with friends about his stress C) Experiencing high academic pressure from parents D) Participating in regular physical activities like basketball</p> <p>Key to Corrections: 1. D 2. C 3. D 4. B 5. D 6. D 7. B 8. D 9. C 10. C</p>
<p>VII. REFLECTION <i>(Feedback and Continuous Improvement)</i></p>	<p>Reflective Journal Option 1: The teacher will guide students in doing their reflective journal with some guiding questions:</p> <ol style="list-style-type: none"> 1. What are the risk factors that you need for immediate attention? 2. What protective or proactive factors might be used to address those risk factors? 3. How do protective factors support your self-concept and overall well-being during this time? <p>I realize that ... After graduating from SHS, I attained my goals by _____. I can be a good entrepreneur by _____. I can be employed _____. I can enhance my skills by _____. I can pursue higher education by _____.</p> <p>Option 2: For Students:</p> <ul style="list-style-type: none"> • I can apply what I've learned by _____. • I will use my new knowledge through _____. • This learning will be useful when I _____. <p>For Teachers</p> <ul style="list-style-type: none"> • My most effective teaching moment or approach in this lesson: _____ • The most challenging experience in delivering this lesson: _____ • Teaching strategy, activity, or approach will I continue doing and changing next time: _____
<p>VIII. USE OF GENERATIVE AI</p>	<p>In preparing this Learning Exemplar (LE), the author(s) used ChatGPT AI tool to provide more accurate activities that can be used by the students in class. Rest assured that the suggested activities used were modified according to the needs of the students. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</p>

Content/Topic	Promoting Physiological Development and Well-being through Fitness Activities	Lesson Exemplar	3
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I. OBJECTIVES (*Identifying the Goals*)

Content Standard	<i>The learners demonstrate understanding of the interconnectedness of developmental tasks, protective and risk factors, sense of self, and health and wellness in their transition from late adolescence to early adulthood.</i>
Performance Standard	<i>The learners reflect on their personal experiences as adolescents in terms of developmental tasks, protective and risk factors, sense of self, and health and wellness.</i>
Learning Competencies	<i>Exhibit understanding of fitness routines that promote physiological development, health, personal development and well-being.</i>

II. REFERENCES and MATERIALS (<i>Selecting Resources and Material</i>)	<p>Garcia, Manuel B. Global Innovations in Physical Education and Health. Hershey, PA: IGI Global. Pp. 139-232. 2024</p> <p>Harvard Health Publishing. "Strength Training Builds More than Muscles." <i>Harvard Medical School</i>, July 13, 2021. https://www.health.harvard.edu/exercise-and-fitness/strength-training-builds-more-than-muscles.</p> <p>Kabat-Zinn, Jon. <i>Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness</i>. Revised and updated edition. New York: Bantam Books, 2013.</p> <p>Perez, Aida Maria. Personal Development. Quezon City. Vibal Foundation Inc. 87-95. 2024</p> <p>Workout with Olivia. "5 Minute Balance Workout at Home for Beginners Improve Stability and Coordination." YouTube video, 5:10. January 18, 2023. https://www.youtube.com/watch?v=ibQBwS5wyTE.</p>
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III. CONTENT (<i>Sequencing Content</i>)	<p><i>Promoting Physiological Development and Well-being through Fitness Activities</i></p> <ul style="list-style-type: none"> • <i>Fitness Activities</i> • <i>Mindfulness Activities</i> • <i>Other Physical Activities</i>
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IV. OBJECTIVES (<i>Setting Clear Objectives and Analyzing the Tasks</i>)	<p><i>At the end of the lesson, the students are expected to:</i></p> <ul style="list-style-type: none"> • <i>Identify different types of mindfulness activities and fitness routines. (e.g., strength training, cardio, flexibility, balance)</i> • <i>Discuss the importance of mindfulness activities and fitness routines on physiological health and physical development.</i> • <i>Demonstrate a positive attitude and willingness to engage in regular fitness and mindfulness activities to enhance personal well-being and physiological development.</i>
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IV. PROCEDURES	ANNOTATION
<p>A. Activating Prior Knowledge</p> <p>1. Activating Prior Knowledge</p> <p>OPTION 1: Active or Mindful Instruction:</p> <ol style="list-style-type: none"> The teacher shows pictures or flashcards of various activities such as jogging, yoga, dancing, stretching, meditation, biking, and breathing exercises, basketball, tumbang preso, patintero, luksong baka, volleyball etc. Learners identify each activity and classify it as: <ul style="list-style-type: none"> ☐ Fitness Activity ☐ Mindfulness Activity ☐ Other Physical Activity Learners explain how each activity helps improve the body and mind. The class shares personal experiences related to the activities presented. <p>Processing Questions</p> <ol style="list-style-type: none"> What physical activities do you usually do at home or in school? Which activities help strengthen the body? What activities help you feel relaxed and calm? Why is it important to stay physically active? How do fitness and mindfulness activities improve well-being? <p>OPTION 2: CALM DOWN AND BREATHE Instructions: Find a comfortable spot to sit or stand. Close your eyes if you want or softly focus on something in front of you. Take slow, deep breaths-in through your nose for 4 seconds, hold for 4 seconds, and out through your mouth for 6 seconds. Do this for one minute and in 10 repetitions.</p> <p>Processing Questions:</p> <ul style="list-style-type: none"> What did you feel before, during, and after the breathing exercise? How did breathing make you feel calm? <p>OPTION 3: SHARE YOUR FITNESS IDEAS (Think-Pair-Share) Instructions:</p>	<p><i>The teacher will facilitate the activities based on the given options, using the most appropriate method specific to the context of the school. The teacher will also facilitate the processing of questions to establish meaningful feedback and interaction among learners. The activities provided are well aligned with set goals and content, with a focus on discussing the importance of mindfulness activities and fitness routines.</i></p> <p>Option 1 <i>In this activity, materials needed</i></p> <ul style="list-style-type: none"> Picture cards or flashcards of different activities Manila paper or board Marker Digital slides or short video <p><i>Learners correctly classify activities and recognize how fitness, mindfulness, and sports activities contribute to physiological development and overall well-being.</i></p>

	<ol style="list-style-type: none"> 1. Think: Take a moment to quietly think on your own. Ask yourself, “What kinds of physical activities or exercises do I know that help keep me healthy and feeling good?” 2. Pair: Now, turn to a classmate nearby and share your ideas. Listen carefully to what they say, too. Talk about any new activities you both come up with. 3. Share: After a few minutes, we’ll all come back together as a class. Some of you will get a chance to share the activities you and your partner discussed. This will help us make a list of fitness and mindfulness activities you already know. <p>2.Establishing the Purpose of the Lesson</p> <p>OPTION 1: Know Your Heart Rate</p> <p>Instruction:</p> <ol style="list-style-type: none"> 1. Sit quietly and relax for one minute. 2. Locate your pulse by placing two fingers on your wrist or neck. 3. Count the number of beats for 15 seconds. 4. Multiply the number by 4 to get your heart rate per minute (BPM). $\text{Heart Rate (BPM)} = (\text{Beats in 15 seconds}) \times 4$ 5. Record your resting heart rate. 6. Perform simple exercise such as jumping jacks for 1 minute. 7. Measure and record your heart rate again after the activity. 8. Compare your resting and active heart rates. <p>Processing Questions</p> <ol style="list-style-type: none"> 1. What happened to your heart rate after exercising? 2. Why does the heart beat faster during physical activity? 3. How does monitoring heart rate help maintain fitness and health? 4. What activities can help improve heart health? 	<p><i>The components of IDF incorporated in the activities are ideational and reflective in nature. Context and concept provide opportunities for the learners to understand the ideas and relate to real life situations and be able to apply them in future challenges.</i></p> <p><i>Also, the activities designed are emphasized on engagement, allowing the learners the opportunities to share their insights via discussion with their assigned partner.</i></p> <p>Option 1 <i>In this activity is the integration of numeracy by computing their heart rate, literacy by explaining observations in complete sentences and Edtech by using a digital stopwatch or heart rate monitoring app and recording results using Google Sheets or digital wellness logs.</i></p> <p><i>You can use also PEDOMETER- an app to record physical activities and heart rate after activity. By using these apps, our learners can access more interactive learning activities.</i></p> <p><i>It connects learners with their experiences and prior understanding about heart rate and physical activity, preparing them for the lesson discussion.</i></p>
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	<p>OPTION 2: MINDFULNESS BRAINSTORM</p> <p>Instruction:</p> <ol style="list-style-type: none"> 1. Write the word “Mindfulness” on the board. Ask students: <i>“When you hear the word mindfulness, what comes to mind?”</i> 2. Let them share keywords or phrases. 3. Give a brief explanation of what mindfulness is: <p style="padding-left: 40px;"><i>“Mindfulness is being fully aware of what’s happening in the present moment — in our mind, body, and surroundings — without judgment.”</i></p> <p>OPTION 3: PARTNERED MOVEMENT AND MIRRORING</p> <p>Objective: Learners will develop focus, body awareness, and empathy by practicing mindful movement and mirroring with a partner.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Find a partner and stand facing each other about one arm’s length apart. 2. Decide who will be the leader first and who will be the mirror. 3. The leader will begin making slow, gentle movements (e.g., raising arms, tilting head, swaying side to side, stepping forward and back). Movements should be safe, mindful, and smooth. 4. The partner mirrors the leader’s movements as closely and attentively as possible, focusing on staying connected and synchronized. 5. Continue for about 2–3 minutes, then switch roles. 6. Encourage deep, steady breathing throughout the activity. 7. After both turns, regroup and reflect. <p>Script:</p> <p><i>“Let’s begin by finding a partner. Please stand about one arm’s length apart and face each other.”</i></p> <p><i>(Pause to let students find a partner.)</i></p> <p><i>“In this activity, one person will start as the leader, and the other will be the mirror. The leader will make slow, gentle movements — like raising your arms, swaying, stepping side to side, or tilting your head. The mirror will carefully follow and copy the leader’s movements as smoothly and closely as possible.”</i></p> <p><i>“Remember to move slowly and mindfully and keep breathing steadily. Focus on your partner and stay connected.”</i></p>	<p><i>This is ideational because learners would be able to express their own thoughts/views about mindfulness.</i></p> <p><i>The teacher shall consider the effective means to process the activity with the guided questions provided. The teacher shall also assist the students in responding with the task. The teachers encourage self-awareness and honest sharing.</i></p>
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	<p>(Soft, calming tone) <i>"We'll do this for about 2 minutes, then I'll ask you to switch roles."</i> <i>"Ready? Let's begin. Leaders, you may start moving now..."</i> (Let them move for 2 minutes) <i>"And now, let's switch roles. Mirrors, you'll become the leader this time. Leaders follow closely and mirror their movements."</i> (Let them move for 2 minutes) <i>"Great job, everyone. Now, please return to your seats or form a circle — let's reflect on what we experienced."</i></p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. How did it feel to be the leader and to be the mirror? Which role was easier or more challenging for you, and why? 2. What did you notice about your focus and body awareness during the activity? 3. How did this activity help you connect with your partner without using words? <p>1. Presenting Examples OPTION 1: LET'S DO THIS! 5 Minute Balance Workout at Home for Beginners Duration: 5 minutes Overview: Tailored for beginners, this workout focuses on balance exercises that can be performed safely at home or in the classroom. It's ideal for students new to fitness routines.</p> <p>Link: https://www.youtube.com/watch?v=ibQBwS5wyTE</p>	<p><i>The teacher may also provide insights into their emotional needs so that we can influence them on how to learn, behave, and interact with others.</i></p> <p><i>In this activity, it highlights the 4Cs instructional design, context, and connect. The learners can perceive and understand the concept and relate new learning to existing knowledge. The task which focuses on identifying the types of fitness routines processes the given instructional design approaches.</i></p>
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<p>B. Instituting New Knowledge</p>	<p><i>Note: To effectively implement the I Do, We Do, You Do strategy:</i></p> <ul style="list-style-type: none"> ● I Do (Teacher Demonstration): Begin by modeling the exercises, demonstrating proper form and breathing techniques. Explain the purpose of each movement and how it contributes to overall well-being. ● We Do (Guided Practice): Engage students in performing the exercises alongside you, providing real-time feedback and encouragement. This collaborative approach reinforces learning and builds confidence. ● You Do (Independent Practice): Encourage students to perform the routine independently, either in class or as a take-home activity. Prompt them to focus on their breathing, body sensations, and emotional responses during the exercises. <p>Processing Questions:</p> <ul style="list-style-type: none"> ● How did your body feel during and after the exercises? ● What emotions or thoughts arose during the mindfulness of segments? ● Which part of the routine did you find most challenging or enjoyable, and why? ● How can incorporating these practices into your daily life benefit your overall well-being? <p>OPTION 2: NATURE MINDFULNESS WALK</p> <p>Objective: Learners will heighten sensory awareness and environmental connection through mindful walking in nature.</p> <p>Instructions: Go outdoors or near windows with natural views. Ask students to walk slowly and silently. Instruct them to notice 5 things they can see, 4 things they can hear, 3 things they can feel, 2 things they can smell, and 1 thing they can taste or imagine tasting. Encourage deep, steady breathing during the walk. Walk mindfully for 5-7 minutes before regrouping.</p> <p>Script: <i>"Hello everyone. For today's mindfulness activity, we'll do a Nature Mindfulness Walk. This is a simple but powerful practice to help us connect with our surroundings and be fully present in</i></p>	<p><i>The link of the video is available to facilitate the task. Teachers may use other similar videos that are related to the concept/context. The teacher will facilitate the questioning processing to encourage the student's deeper thinking and reflection.</i></p> <p><i>In this part, the learners will perform mindfulness practice. Experiential and collaborative learnings are emphasized in routine exploration activity.</i></p> <p><i>Additionally, the teacher will guide the processing of reflection questions to encourage meaningful interaction and feedback among the learners. These activities are intentionally aligned with the set objectives and content, emphasizing the value of mindfulness practices and fitness routines.</i></p> <p><i>The activities incorporate components of the IDF (Ideational and Reflective) framework, promoting both idea generation and personal reflection. Through relevant contexts and concepts, learners are given opportunities to grasp key ideas, connect them to real-life situations, and apply these insights to</i></p>
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	<p><i>the moment."</i></p> <p><i>"We'll head outdoors, or you may stay by the windows if it's not possible to go out. During this activity, I'd like you to walk slowly, silently, and with full attention to what you can sense around you."</i></p> <p><i>"As you walk, follow these simple steps in your mind:"</i></p> <ul style="list-style-type: none"> ● <i>Notice 5 things you can see — colors, shapes, plants, clouds, or even small details you haven't noticed before.</i> ● <i>Then, notice 4 things you can hear — birds, wind, leaves, distant sounds, or even the sound of your own footsteps.</i> ● <i>Next, pay attention to 3 things you can feel — the ground beneath your feet, the breeze, warmth from the sun, or the texture of leaves or bark.</i> ● <i>Notice 2 things you can smell — the scent of grass, flowers, soil, or fresh air.</i> ● <i>Finally, notice 1 thing you can taste, or imagine tasting — maybe the freshness in the air, or something you'd love to taste right now.</i> <i>"Take deep, steady breaths as you walk. Inhale slowly through your nose... and gently exhale through your mouth."</i> <p><i>"We'll do this quietly for about 5 to 7 minutes. Focus only on what's around you and how your body feels with each step."</i></p> <p><i>"Let's begin now. Stay mindful and enjoy the moment."</i></p> <p>Processing Questions:</p> <ul style="list-style-type: none"> ● What details in nature did you notice that you might usually overlook? ● How did being outdoors and moving mindfully affect your mood? ● Why is it helpful for your well-being to connect with your environment? <p>Discussing New Concept OPTION 1: Mind and Body Connection Map</p> <p>Directions: Teacher guides learners through definitions of mindfulness and fitness routines. Using the concept map, let the learners write ideas and share the mindfulness activities and fitness routines they shared.</p>	<p><i>future experiences and challenges</i></p>
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MINDFULNESS ACTIVITIES

FITNESS ROUTINE

Processing Questions:

- In what ways can mindfulness activities enhance the effectiveness of fitness routines?
- How does each type of fitness routine (strength training, cardio, flexibility, balance) contribute to both physical health and mental well-being?
- How can understanding these mindfulness and fitness routines help individuals develop healthier lifestyles that support long-term well-being?

OPTION 2: GROUP DYNAMICS

Define fitness type and mindfulness activity. Learners will accomplish the table and discuss how each type of activity contributes to physiological development, health, and well-being.

Activity	Importance
Cardio	
Flexibility	
Balance	
Mindfulness Activities	

DISCUSSION: WHAT IS MINDFULNESS?

- Intentionally living with awareness in the present moment. (Waking up from automatic or rote behaviors to participate and be present to our own lives.)
- Without judging or rejecting the moment.
(Noticing consequences, discerning helpfulness and harmfulness-but letting go of evaluating, avoiding, suppressing, or blocking the present moment.)

In this part, the teacher will provide materials to the students and give additional instructions:

- 1. The activity may be done individually or in groups of up to 10 members*
- 2. Participants will have 5- 10 minutes to accomplish the task*
- 3. Responses should emphasize the importance of fitness routines*

Materials needed: colored paper, masking tape, marker

With this activity, the teacher allows the learners to become more independent and reflective on their position in providing concrete answers to every task. Hence, engage and explore are given importance in the activity in which the learners are actively involved in the task centered-learning process and encouraged to delve deeper into the content

	<ul style="list-style-type: none"> • Without attachment to the moment. <p>(Attending to the experience of each moment, rather than ignoring the present by clinging to the past or grabbing for the future.)</p> <p>WHAT ARE THE MINDFULNESS SKILLS?</p> <ul style="list-style-type: none"> • Mindfulness skills are the specific behaviors to practice that, when put together, make up mindfulness. <p>WHAT IS MINDFULNESS PRACTICE?</p> <ul style="list-style-type: none"> • Mindfulness and mindfulness skills can be practiced anytime, anywhere, while doing anything. Intentionally paying attention to the moment, without it or holding on to it, is all that is needed. • Meditation is practicing mindfulness and mindfulness skills while sitting, standing, or lying quietly for a predetermined period. When meditating, we focus on body sensations, emotions, thoughts, or our breath), or we open the mind (paying attention to whatever comes into our awareness). There are many forms of meditation that differ mostly by whether we are opening the mind or focusing on the mind - and, if focusing, depending on what is the focus of our attention. • Contemplative prayer (such as Christian centering prayer, the rosary, Jewish Shema, Islamic Sufi practice, or hindu raja yoga) is a spiritual mindfulness practice. • Mindfulness movement also has many forms. Examples include yoga, martial arts (such as Qigong, tai chi, aikido, and karate). Hiking, horseback riding, and walking can also be ways to practice mindfulness. <p>Enhancing Physiological Development and Well-being</p> <p>Strength Training: <i>Exercises that improve muscle strength (e.g., lifting weights, resistance bands).</i></p> <p>Cardio: <i>Activities that increase heart rate and endurance (e.g., running, swimming).</i></p> <p>Flexibility: <i>Exercises that enhance the range of motion (e.g., stretching,</i></p>	
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yoga).

Balance: *Activities that improve stability and coordination (e.g., balance exercises, tai chi).*

Strength training progresses through different levels based on experience, skill, and endurance:

- Basic Level: Suitable for beginners focusing on foundational movements, light resistance, and learning proper form.
 - Exercises: Bodyweight squats, push-ups, dumbbell curls
- Medium Level: Intermediate level incorporating moderate resistance, increased reps, and more complex movement patterns.
 - Exercises: Barbell squats, deadlifts, weighted lunges
- Advanced Level: High-intensity workouts with heavier weights, explosive movements, and specialized techniques.
 - Exercises: Olympic lifts, weighted pull-ups, plyometric training

Processing Questions:

- How can mindfulness activities make your fitness workouts work better?
- How do different kinds of exercises-like strength training, cardio, stretching, and balance-help both your body and your mind?
- Why is it important to know about mindfulness and fitness routines when trying to live a healthier, happier life in the long run?

OPTION 3: HEALTHY BODY, HEALTHY MIND ROUTINE

Objective:

Discuss the importance of mindfulness activities and fitness routines on physiological health and physical development through active participation and reflection.

Directions:

1. Form groups with 4–6 members.
2. Create and perform a 3–5-minute routine that includes:

- At least 2 fitness activities (jogging, running, jumping jacks, squats, lunges, etc.)
 - At least 1 mindfulness activity (stretching, yoga, deep breathing, meditation)
 - At least 1 Aero dance (Zumba, Taebo)
3. Explain the benefits of each activity to physiological health and physical development.
 4. Record the group's pulse rate before and after the activity.
 5. Prepare a short presentation or reflection about the importance of maintaining an active and healthy lifestyle.

Guide Questions

1. How did the activities affect your body and breathing?
2. Why are fitness activities important for physical development?
3. How do mindfulness activities help improve well-being?
4. What healthy habits can you practice daily?

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement
Participation	Actively participated in all activities	Participated in most activities	Participated sometimes	Rarely participated
Performance of Activities	Performed all activities correctly and confidently	Performed most activities correctly	Performed some activities with assistance	Unable to perform activities properly
Teamwork and Cooperation	Worked very well with group members	Cooperated most of the time	Sometimes cooperated	Rarely cooperated
Understanding of the Activity	Clearly explained the importance of the activities	Gave understandable explanation	Gave limited explanation	Unable to explain
Attitude and Effort	Showed positive attitude and enthusiasm throughout	Usually showed positive attitude	Sometimes showed interest	Showed little interest and effort

Expected Output

- Group fitness and mindfulness routine
- Pulse rate recording sheet
- Short presentation or reflection
- Digital output (video, slideshow, or infographic)

	<p>Scoring Guide</p> <ul style="list-style-type: none"> • 17–20 points – Outstanding • 13–16 points – Very Satisfactory • 9–12 points – Satisfactory • 5–8 points – Needs Improvement <p>3. Developing Mastery</p> <p>MINDFULNESS PRACTICES FOR INDIVIDUAL SPORTS</p> <p>OPTION 1: Body Scan Before Practice or Competition (Body Check: Ready to Perform)</p> <p>Purpose: Recognize the importance of relaxation and focus on preparing for practice or competition.</p> <p>Duration: 3–5 minutes How-</p> <p>To:</p> <ul style="list-style-type: none"> • Sit or lie down before training. • Close your eyes and mentally scan your body from head toe. • Notice areas of tension or discomfort without judgment. • Breathe into those areas and gently relax them. <p>Script:</p> <p><i>"Let's start by standing or sitting comfortably. You can close your eyes if you want, or just look at the floor."</i></p> <p><i>"Take a deep breath in... and slowly let it out."</i></p> <p><i>"Now, notice the top of your head. Is it tense or relaxing?"</i></p> <p><i>"Move down to your face — your forehead, eyes, cheeks, and jaw. If there's any tightness, let it soften."</i></p> <p><i>Check your neck and shoulders. Are they tight? If yes, drop them down and relax."</i> <i>"Now, feel your arms, hands, and fingers. Let them hang loose and relaxed."</i></p> <p><i>"Notice your chest and how you're breathing. Is it fast or slow? No need to change it — just notice."</i></p> <p><i>"Feel your stomach and lower back. Let them be soft and relaxed."</i></p> <p><i>"Now, pay attention to your hips, legs, and feet. Notice how they feel touching the ground."</i></p> <p><i>"Take one last deep breath in... and slowly breathe out."</i></p> <p><i>"When you're ready, open your eyes and get ready to move — calm, focused, and steady."</i></p> <p>Processing Questions:</p>	<p><i>In this part, the learners will perform the mindfulness practice for individual sports/fitness to real life situations and will collaborate with the group to accomplish the assigned task. Experiential and collaborative learnings are emphasized in routine exploration activity.</i></p> <p><i>Through this activity, the teacher provides opportunities for learners to develop independence and reflect on their perspectives while offering thoughtful responses to each task. Emphasis is</i></p>
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	<ol style="list-style-type: none"> 1. How did your body feel before and after the body scan activity? 2. Which part of your body holds the most tension or discomfort? How did it feel when you relaxed? 3. Why do you think it's important to be aware of your body and breathing before starting physical activities or competitions? <p>OPTION 2: GRATITUDE COOLDOWN</p> <p>Purpose: Encourages a positive mindset of post-performance. How-To:</p> <p>After training or competition, sit quietly for a few moments.</p> <p>Reflect on 1–2 things you're grateful for—your effort, skill improvement, or support from others.</p> <p>Duration: 2–3 minutes</p> <p>Script:</p> <p><i>“Let’s take a moment to slow down and be still.”</i></p> <p><i>“Sit comfortably, and if you’d like, close your eyes or softly focus on one spot.” “Take a deep breath in... and gently breathe out.”</i></p> <p><i>“Think about today’s activity — your practice, training, or competition.”</i></p> <p><i>“Now, in your mind, choose one thing you’re grateful for. It could be the effort you gave, a skill you improved, a kind word from a teammate, or simply finishing strong.”</i></p> <p><i>“Take a deep breath and think of another thing you’re thankful for — maybe the strength of your body, your determination, or the support from your coach or friends.”</i></p> <p><i>“Hold these thoughts for a few moments. Notice how it feels to remember these good things.”</i></p> <p><i>“Take one last deep breath in... and slowly let it out.”</i></p> <p><i>“When you’re ready, gently open your eyes and bring your focus back to the room.”</i></p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What is one thing you're grateful for after today's activity? 2. How did it feel to pause and reflect on something positive after your practice or competition? 3. Why do you think practicing gratitude is important for your physical and mental well-being? 	<p><i>placed on engaging and exploring, where learners actively participate in task-centered learning experiences and are encouraged to examine the content more deeply. The activity promotes student-centered learning and active involvement, utilizing approaches such as Experiential Learning and Inquiry-Based Learning to effectively guide mindfulness-related activities</i></p>
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C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p>OPTION 1: Mindfulness in Action</p> <p>Scenario 1: Mindfulness Routine Application</p> <p>Situation: Alex is a Grade 11 student who's feeling stressed out because of all his school deadlines and extracurricular activities. He finds it hard to focus and often gets headaches from the pressure.</p> <p>Task: The learners will suggest incorporating mindfulness techniques into Alex's daily routine.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. <i>How can mindfulness practices improve Alex's ability to manage stress and enhance focus?</i> 2. <i>Which mindfulness techniques would be most effective in a fast-paced academic environment? Why?</i> <p><i>How might Alex measure the effectiveness of his mindfulness routine over time?</i></p> <p>Scenario 2: Fitness Routine Application</p> <p>Situation: Bianca is getting ready for her school dance competition, but she notices she gets tired quickly after just a few minutes of dancing hard. She finds it tough to keep her energy up and sometimes loses her balance during complicated moves.</p> <p>Task: The learners will suggest incorporating fitness routine into Bianca's daily routine.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. <i>How does cardio training enhance endurance and performance in high-energy activities like dancing?</i> 2. <i>Why is balance training crucial for individuals engaged in dynamic movements?</i> 3. <i>How can Bianca ensure gradual progress and avoid injury in her fitness routine?</i> 	<p><i>In this activity, the learners are prepared to explore and apply the learning concepts through simulation activities. The teacher will employ a formative assessment to evaluate the results of the learning task for feedback purposes.</i></p>
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	<p>OPTION 2: SIMULATION</p> <p>Instructions: Choose to perform either Scenario 1 or Scenario 2 with your partner. Make sure to prepare your roles by discussing the situation, practicing your dialogue, and demonstrating the fitness or mindfulness activities clearly and confidently. The group will be given 5-10 minutes to perform.</p> <p>Scenario 1: Advising a Friend on Fitness Routines</p> <p>One student takes on the role of someone who wants to start exercising but isn't sure which workouts to pick. The other student plays a fitness coach who recommends the best strength, cardio, flexibility, balance, and mindfulness activities that fit the student's lifestyle and goals.</p> <p>Scenario 2: Managing Stress through Mindfulness</p> <p>One student plays a Grade 11 learner who feels overwhelmed by schoolwork and family duties. The other student acts as a peer mentor, showing and guiding them through simple mindfulness practices like deep breathing or guided meditation to help manage stress.</p> <p>Processing Questions</p> <ol style="list-style-type: none"> 1. Which fitness or mindfulness activities did you suggest or show, and why did you choose them? 2. How can these activities support better health, well-being, or personal growth? 3. What difficulties might someone have when started these activities, and how can they stay motivated to keep going? <p>2. Making Generalization</p> <p>OPTION 1: REFLECTIVE QUESTIONS</p> <p>Instruction: Answer the following exit questions on your reflective journal.</p> <ul style="list-style-type: none"> • Which fitness routine do you see yourself practicing regularly? Why? • What is the importance of your fitness routine to your growth and 	<p><i>In this activity, the learners will simulate the given scenarios to present the applied fitness and mindfulness strategies. Experiential and collaborative learnings are highlighted in the conduct of simulation activity.</i></p>
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mindfulness activities to your health?

OPTION 2: WELLNESS IN SYMBOLS

Instruction:

- Create a creative slogan that expresses how fitness routines and mindfulness activities contribute to your physiological development, health, and overall well-being.
- Use a digital design tool such as Canva, Google Slides, or Microsoft PowerPoint to create your slogan.
- Incorporate words, phrases, symbols, images, icons, or simple digital illustrations that clearly represent the connection between physical fitness, mindfulness, and wellness.
- Make your slogan short, meaningful, visually appealing, and easy to understand.
- Ensure that your design reflects the importance of maintaining a healthy mind and body.

Rubric:

CRITERIA	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Creativity & Originality	Clearly and effectively connects fitness, mindfulness, and well-being.	Slogan shows creativity and some original ideas.	Slogan is somewhat creative but lacks originality.	Slogan lacks creativity and originality.
Relevance to the topic	Clearly and effectively connects fitness, mindfulness, and well-being.	Connects fitness, mindfulness, and well-being with minor gaps.	Weak connection between the concepts.	Connection between ideas is unclear or missing.
Clarity	The message is clear, concise, and easy to understand.	The message is mostly clear with minor ambiguity.	The message is somewhat unclear or wordy.	The messages are confusing or hard to understand.
Language & Presentation	Use appropriate language with no errors.	Minor language errors that don't affect understanding.	Some language errors affect clarity.	Frequent errors that hinder comprehension.

Reflective Learning is applied in this part in which students will deepen their understanding by reflecting and practicing personal habits relative to benefits of mindfulness and fitness. The students are instructed to use their reflective journal notebook for this task.

In this portion, the students will enhance their creativity, encouraging them to become more innovative and promote original thinking to develop new ideas from the learning task.

	<p>3. Evaluating Learning</p> <p>OPTION 1: QUIZ</p> <p>Instruction: Read each question carefully and choose the best answer. Write the letter of your answer on your answer sheet.</p> <ol style="list-style-type: none"> When you go running, what kind of exercise are you doing? <ol style="list-style-type: none"> exercises for balance building muscle strength stretching for flexibility cardio or aerobic exercise What's one of the main benefits of doing strength training exercises? <ol style="list-style-type: none"> making you more flexible building bigger muscles helping you breathe better reducing feelings of anxiety Why do people do flexibility exercises like stretching? <ol style="list-style-type: none"> to help calm their mind to get stronger muscles to improve their heart rate to make joints move easily Why are mindfulness activities, like meditation, good for you? <ol style="list-style-type: none"> they help you build muscle they help you focus better they make your bones stronger they improve your heart and lungs What kind of exercise is Tai Chi? <ol style="list-style-type: none"> mix of balance and mindfulness practice muscle and bone strengthening training just cardio exercise and plyo purely flexibility exercises If your muscles feel stiff, how can flexibility exercises help? <ol style="list-style-type: none"> by making your muscles and bone stronger by helping your joints move better by increasing your heart rate 	<p><i>In evaluating students' learning, multiple choice assessments will be applied. This approach aims to enhance critical thinking encouraging learners to analyze information carefully and select the most relevant answer</i></p> <p><i>Answer key:</i></p> <ol style="list-style-type: none"> D B A B A B D C D C
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- D.by building your endurance
7. Which of the following physical activity is not a mindfulness activity?
- A. yoga
 - B. pilates
 - C.tai chi
 - D.jumping jack
8. How does doing cardio exercises regularly affect your heart?
- A. it makes you less flexible and over fatigue
 - B.it makes heart, lungs and your muscles shrink
 - C.it makes your heart and lungs healthier and stronger
 - D.it makes your heart and lungs work harder but less efficiently
9. Which fitness activity combines moving your body while focusing on your mind?
- A.Cycling
 - B.Running
 - C.Weightlifting
 - D.Yoga
10. How does including different types of exercises in your routine help your overall health?
- A.by doing cardio workouts and muscular endurance training
 - B. by focusing only on building strength and toning your muscles
 - C. by mixing strength, cardio, flexibility, balance, and mindfulness activities
 - D. by practicing only mindfulness exercises and breathing exercises

OPTION 2: TRUE OF FALSE

1. Strength training helps you build stronger muscles and increase muscle size.
2. Cardio exercises only help you lose weight and don't do anything for your heart health.
3. Doing flexibility exercises helps your joints move more easily.
4. Mindfulness activities can help you feel less stressed and improve your focus.
5. Balance exercises are only important for older adults.

Answer key:

1. *True*
2. *False*
3. *True*
4. *True*
5. *False*
6. *True*
7. *False*
8. *True*

6. Yoga combines moving your body with mindfulness and breathing exercises.
7. Running is a type of strength training exercise.
8. Deep breathing is a mindfulness activity that helps calm your mind.
9. Flexibility exercises can help ease muscle stiffness.
10. A good fitness routine should include strength, cardio, flexibility, balance, and mindfulness activities.

4. Additional Activities

Option 1: “Wellness Snapshot Challenge”

Directions:

1. Take a selfie or group photo (groupie) while performing a mindfulness activity (e.g., deep breathing, meditation, yoga, or mindful stretching) or a fitness routine (e.g., walking, jogging, dancing, exercise, or sports activity).
2. Ensure that the photo clearly shows the activity being performed and follows proper safety practices.
3. Add a short caption (2–3 sentences) describing:
 - The activity you performed
 - How the activity contributes to your physical, mental, or emotional well-being
4. Upload or submit your photo and caption through your teacher’s designated online platform or Learning Management System (LMS).
5. Be prepared to share your experience and reflect on how the activity helped promote your overall wellness.

Rubric:

CRITERIA	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Creativity & Presentation	Photo is creative, clear, and well-composed; shows enthusiasm and effort.	Photo is clear and shows effort.	Photo is acceptable but lacks creativity or clarity.	Photo is unclear or shows minimal effort.
Relevance to activity	Clearly shows students actively engaged in mindfulness or fitness activity.	Shows participation in the activity, but not clearly identifiable.	Somewhat related to the activity but unclear.	Not related to the assigned activity.

9. *True*

10. *True*

	Safety & Proper attire	Demonstrates safe environment and appropriate attire for the activity.	Mostly safe and appropriate attire.	Minor safety or attire concerns.	Unsafe environment or inappropriate attire.																					
	Caption/ Reflection	Includes a thoughtful caption or reflection about the activity experience.	Caption or reflection is included but lacks detail.	Minimal caption or reflection provided.	No caption or reflection.																					
	Timeliness	Submitted on time.	1 day late.	2-3 days late.	More than 3 days late or no submission.																					
V. ASSESSMENT <i>(Assessing Learnings)</i>	Activity: “Mindfulness and Fitness Journal” <ul style="list-style-type: none">Keep a journal for one week where you write about your experiences with mindfulness activities and fitness routines conducted during the week.Reflect on how the activity made you feel physically, mentally, and emotionally.Explain what you learned about the importance of these practices for your health and physical development.Write at least 3-5 sentences for each entry.Submit your journal at the end of the week. Rubric: <table><tr><th>Criteria</th><th>Excellent (4)</th><th>Good (3)</th><th>Fair (2)</th><th>Needs Improvement (1)</th></tr><tr><td>Content</td><td>Detailed descriptions of mindfulness and fitness activities; clear understanding of their importance for health and development.</td><td>Clear descriptions with some reflection on importance.</td><td>Basic descriptions; limited reflection on importance.</td><td>Incomplete or unclear descriptions; little or no reflection.</td></tr><tr><td>Reflection</td><td>Insightful personal reflections showing deep awareness of physical, mental, and emotional effects.</td><td>Good reflections with some awareness of effects.</td><td>Simple reflections with limited awareness.</td><td>Minimal or no personal reflections.</td></tr><tr><td>Consistency</td><td>Journal entries are complete and submitted for all required days.</td><td>Most entries complete; minor omissions.</td><td>Some entries missing or incomplete.</td><td>Many entries missing or incomplete.</td></tr></table>					Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Content	Detailed descriptions of mindfulness and fitness activities; clear understanding of their importance for health and development.	Clear descriptions with some reflection on importance.	Basic descriptions; limited reflection on importance.	Incomplete or unclear descriptions; little or no reflection.	Reflection	Insightful personal reflections showing deep awareness of physical, mental, and emotional effects.	Good reflections with some awareness of effects.	Simple reflections with limited awareness.	Minimal or no personal reflections.	Consistency	Journal entries are complete and submitted for all required days.	Most entries complete; minor omissions.	Some entries missing or incomplete.	Many entries missing or incomplete.	
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Consistency	Journal entries are complete and submitted for all required days.	Most entries complete; minor omissions.	Some entries missing or incomplete.	Many entries missing or incomplete.																						

	Clarity and Organization	Writing is clear, well-organized, and easy to understand.	Writing is mostly clear and organized.	Writing is somewhat unclear or disorganized.	Writing is unclear and difficult to follow.	
VI. REFLECTION <i>(Feedback and Continuous Improvement)</i>	<p>Answer the following questions:</p> <ol style="list-style-type: none"> 1. How has my fitness routine increased my self-awareness? (e.g., understanding my strengths, weaknesses, and limitations) 2. How can I use breath and body awareness to enhance my physical performance and overall well-being? 3. How does my fitness routine contribute to my overall well-being? Are there other aspects of my life that I need to focus on for holistic well-being? 4. What am I grateful for in my physical body and its abilities? 5. How can I cultivate appreciation for my body's capabilities? 					
VII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used https://chatgpt.com/c/69b18514-083c-8320-ba93-490e58867727 in order to generate possible activities or recommendation regarding the topic on Movement descriptors and Joint Actions. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</p>					

Content/Topic	Personal Mindfulness Activities and Fitness Routine Plan	Lesson Exemplar	4
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I. OBJECTIVES (<i>Identifying the Goals</i>)	
Content Standard	<i>The learners demonstrate understanding of the interconnectedness of developmental tasks, protective and risk factors, sense of self, and health and wellness in their transition from late adolescence to early adulthood.</i>
Performance Standard	<i>The learners reflect on their personal experiences as adolescents in terms of developmental tasks, protective and risk factors, sense of self, and health and wellness.</i>
Learning Competencies	<i>Exhibit understanding of fitness routines that promote physiological development, health, personal development and well-being.</i>
II. REFERENCES and MATERIALS <i>(Selecting Resources and Material)</i>	<p>Galante, J., Friedrich, C., Dawson, A. F., Modrego-Alarcón, M., Gebbing, P., Delgado-Suárez, I., ... & Jones, P. B. (2021).</p> <p>Mettler, J., Zito, S., Bastien, L., Bloom, E., & Heath, N. L. (2024). How we teach mindfulness matters: Adolescent development and the importance of informal mindfulness. <i>Journal of School Psychology, 105</i>, 101323.</p> <p>Mindfulness-based programmes for mental health promotion in adults in nonclinical settings: A systematic review and meta-analysis of randomised controlled trials. <i>PLoS medicine, 18</i>(1), e1003481.</p> <p>National Institutes of Health (US); Biological Sciences Curriculum Study. NIH Curriculum Supplement Series [Internet]. Bethesda (MD): National Institutes of Health (US); 2007. Information about Mental Illness and the Brain. Available from: https://www.ncbi.nlm.nih.gov/books/NBK20369/</p> <p>Semple, R. J., & Burke, C. (2019). State of the research: Physical and mental health benefits of mindfulness-based interventions for children and adolescents. <i>OBM Integrative and Complementary Medicine, 4</i>(1), 1-58.</p> <p>Tran, M. A. Q., Vo-Thanh, T., Soliman, M., Ha, A. T., & Van Pham, M. (2024). Could mindfulness diminish mental health disorders? The serial mediating role of self-compassion and psychological well-being. <i>Current Psychology, 43</i>(15), 13909- 13922.</p>
III. CONTENT	<i>Personal Mindfulness Activities and Fitness Routine Plan</i>
IV. OBJECTIVES	<p><i>At the end of the lesson, the students are expected to:</i></p> <ul style="list-style-type: none"> <i>Identify the different mindfulness activities and fitness routines that enhance physiological health, physical development, and overall well-being.</i> <i>Create a personalized mindfulness and fitness routine that enhances physiological health, supports physical development, and promotes holistic wellness.</i>

IV. PROCEDURES		ANNOTATION
<p>A. Activating Prior Knowledge</p>	<p>1. Activating Prior Knowledge</p> <p>OPTION 1: “Picture Talk: Building a Healthy Mind and Body” The teacher shows pictures of mindfulness and fitness activities such as stretching exercises, meditation, jogging, yoga, deep breathing, dancing, and healthy sleeping habits.</p>  <p>The learners observe the pictures and answer the following questions:</p> <ol style="list-style-type: none"> 1. Which activity have you already experienced? 2. Which activity helps you relax? 3. Which activity helps improve physical fitness? 4. How do these activities help your body and mind? <p>OPTION 2: FIVE SENSES SCAVENGER HUNT Directions: Observe your surroundings and identify the following:</p> <ul style="list-style-type: none"> • 5 things you can see • 4 things you can feel (e.g., your chair, clothing, the floor beneath your feet, the breeze) 	<p><i>This activity activates learners’ prior knowledge and experiences about mindfulness practices, exercise habits, and healthy lifestyle routines before the lesson proper.</i></p> <p><i>The designed activities are emphasized on engagement and reflective, allowing the learners the opportunities to involve oneself in the provided task and process their thoughts and experience, evaluate their emotions and gain deeper insights into their actions.</i></p>

	<ul style="list-style-type: none"> • 3 things you can hear • 2 things you can smell • 1 thing you can taste (e.g., the taste already in your mouth, water, or a safe snack if available) <p>Write your answers in your notebook or activity sheet.</p> <p>Reminder: Simply identify what you naturally notice around you. Do not touch, smell, or taste anything unsafe. Focus on becoming aware of your present environment and how your senses help you stay calm and attentive.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Which sense was the easiest for you to use during the activity? Why? 2. Which sense was the most challenging to identify? Why? 3. How can this activity help you manage stress, nervousness, or strong emotions? 4. In what situations at school, could you use this technique? 5. How can mindfulness activities complement your fitness and wellness routines? 6. Based on this activity, what is one lesson you learned about the importance of mindfulness in maintaining a healthy lifestyle? <p>OPTION 3: MINDFULNESS EXPLORATION</p> <p>Procedure (3 Minutes):</p> <ol style="list-style-type: none"> 1. Ask learners to sit comfortably in their chairs. 2. Instruct them to close their eyes or lower their gaze if they are comfortable doing so. 3. Tell learners to focus only on the music they hear and pay attention to how their body and mind feel during the activity. 4. Play a soft instrumental music piece for approximately three minutes. 5. After the music ends, allow learners a few moments to reflect before answering the processing questions. 	<p>NOTE TO TEACHER:</p> <p><i>The teachers will assist the learners in performing the activity and processing the task using the provided questions. This phase will allow the learners to reflect on their thoughts and experiences.</i></p> <p>Materials:</p> <ul style="list-style-type: none"> • Soft, relaxing instrumental music (without lyrics or distracting sounds) • Audio player/speaker <p>Teacher's Directions:</p> <p><i>"I will play a soft instrumental music piece for you. Sit comfortably and relax. Close your eyes or lower your gaze if you feel comfortable. As you listen, focus on the music and observe your thoughts, feelings, and body sensations. There are no right or wrong answers. Simply notice how the music makes you feel."</i></p>
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	<p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What thoughts or feelings did you experience while listening to music? 2. How did your body feel during and after the activity? 3. Did the music help you feel calm, relaxed, focused, or energized? Explain your answer. 4. What did you notice about yourself when you focused only on music? 5. How can listening to calming music help you manage stress, worry, or fatigue? 6. When can you use this mindfulness activity in your daily life? 7. Why is mindfulness important for maintaining physical, mental, and emotional well-being? 8. How can mindfulness activities, such as listening to calming music, contribute to a healthy and balanced lifestyle? <p>2. Establishing the Purpose of the Lesson</p> <p>Objective: Activate learners' prior knowledge and encourage self-awareness about healthy habits that contribute to physical and mental well-being.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Ask learners to quietly reflect on the question: "What healthy habits would you like to improve to become physically and mentally well?" 2. Give learners one minute to think about their answers. 3. Learners write their responses on a small piece of paper. 4. Invite volunteers to share their answers with the class. 5. Connect their responses to the lesson on developing personalized mindfulness activities and fitness routine plans. <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Why would you like to improve this healthy habit? 2. How can this habit contribute to your physical and mental 	<p><i>The teacher will establish the purpose of the learning process by applying the discussion approach. Inputs and concepts will be presented to the class.</i></p> <p><i>The healthy habits you identify are important parts of maintaining overall wellness. Today,</i></p>
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	<p>well-being?</p> <ol style="list-style-type: none"> 3. What challenges might make it difficult to practice this habit regularly? 4. What simple steps can you take to maintain this habit every day? 5. Why is it important to include both fitness and mindfulness activities in a healthy lifestyle? <p>DISCUSSION 1.1</p> <p>The Benefits of Mindfulness Activities Selection No. 1</p> <p>Mindfulness means paying close attention to your thoughts, feelings, and body in a calm and kind way. Studies show that when children and teens practice mindfulness, they often feel less stressed and worried. It also helps them stay calm and deal with big emotions better. In schools, mindfulness activities can help students focus more, behave better, and get along well with others. Even adolescents who have trouble with their feelings can benefit from mindfulness exercises. Learning mindfulness early can help children grow stronger and handle challenges better as they get older. That's why teaching mindfulness in school is a good way to support mental health in young people.</p> <p>Selection no. 2</p> <p>Mindfulness can be paired with physical activity to improve mental health.</p> <p>Mindfulness and physical activity can help adolescents feel better in their minds and bodies. Mindfulness means paying attention to what you are thinking and feeling without getting upset or angry about it. When students practice mindfulness, they can feel less stressed, worried, or sad. It also helps them focus better on class and behave more calmly. Some special programs use mindfulness to help kids who feel anxious, and they seem to work well. Schools are good places to teach mindfulness because it can be added to the school</p>	<p><i>we will learn how to create personalized mindfulness activities and fitness routine plans that support physical health, personal development, and well-being.</i></p> <p>NOTE TO TEACHER:</p> <p><i>Explain briefly the concepts of the activity: This activity is a mindfulness activity. Mindfulness means being in the present moment. Mindfulness helps us have better mental health as the neurons in our brain make better connections.</i></p>
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	<p>day easily. Doing physical activity, like walking or stretching, while being mindful makes the benefits even stronger. It helps students feel more relaxed and happier. Combining physical activity with mental relaxation can make it easier to manage problems and feel more at ease. Teaching both mindfulness and physical activity can help students stay healthy, focused, and strong inside.</p> <p>Processing Questions:</p> <ul style="list-style-type: none"> • How might mindfulness help adolescents? • What changes did the adolescents experience after practicing mindfulness? • How can you apply mindfulness in your daily life? <p>1. Presenting Examples</p> <p>Discussion 1. 2 “Building My Fitness Routine Using FITT Principles”</p> <p>The FITT principle is a foundational exercise framework that stands for Frequency, Intensity, Time, and Type. It provides a structured roadmap to design balanced, safe, and effective workouts tailored to your specific goals and fitness levels.</p> <p>The four core components break down as follows:</p> <ul style="list-style-type: none"> • Frequency (How often): The number of times you exercise per week. <ul style="list-style-type: none"> ◦ Cardio: Aim for 3 to 5 days a week. ◦ Strength: Aim for 2 to 3 days per week to allow for muscle recovery. • Intensity (How hard): The level of effort applied to your workout. <ul style="list-style-type: none"> ◦ Cardio: Measured via heart rate, the "talk test" (can you comfortably speak?), or perceived exertion. 	<p><i>Mental illnesses result from problems with communication between neurons in the brain (neurotransmission). For example, the level of neurotransmitter serotonin is lower in individuals who have depression. This finding led to the development of certain medications for illness. (neurotransmission). For example, the level of neurotransmitter serotonin is lower in individuals who have depression. This finding led to the development of certain medications for illness.</i></p> <p><i>2. Guide learners in answering reflective questions to help them process their experiences after completing the tasks.</i></p>
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	<ul style="list-style-type: none"> Strength: Determined by the amount of weight lifted (load) or the difficulty of the bodyweight movement 																
B. Instituting New Knowledge	<ul style="list-style-type: none"> Time (How long): The duration of your physical activity per session. <ul style="list-style-type: none"> Cardio: Generally, 30 to 60 minutes, not including warm-ups. Strength: Typically, 45 to 60 minutes depending on volume and rest intervals. <p>Guide Questions</p> <ol style="list-style-type: none"> What does each letter in the FITT Principle stand for? Why is the FITT Principle important when creating a fitness routine? Which FITT component determines how often you exercise? How can the FITT Principle help you achieve your fitness goals safely? How can mindfulness activities be incorporated into a FITT-based fitness routine? <p>Group Activity: “Plan It with FITT”</p> <p>The class is divided into small groups. Each group creates a simple fitness routine plan using the FITT principles.</p> <table border="1"> <thead> <tr> <th>FITT Principle</th><th>Guide Questions</th><th>Group Answer</th></tr> </thead> <tbody> <tr> <td>Frequency</td><td>How many days will you exercise in a week?</td><td></td></tr> <tr> <td>Intensity</td><td>Will the activity be light, moderate, or vigorous?</td><td></td></tr> <tr> <td>Time</td><td>How long will the activity last?</td><td></td></tr> <tr> <td>Type</td><td>What physical activity or exercise will you do?</td><td></td></tr> </tbody> </table>	FITT Principle	Guide Questions	Group Answer	Frequency	How many days will you exercise in a week?		Intensity	Will the activity be light, moderate, or vigorous?		Time	How long will the activity last?		Type	What physical activity or exercise will you do?		<p><i>In this part, it highlights the 4Cs instructional design, the context, and connect. The learners can perceive and understand the concept and relate new learning to existing knowledge.</i></p>
FITT Principle	Guide Questions	Group Answer															
Frequency	How many days will you exercise in a week?																
Intensity	Will the activity be light, moderate, or vigorous?																
Time	How long will the activity last?																
Type	What physical activity or exercise will you do?																

	<p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Why is it important to follow the FITT principles when exercising? 2. How can the FITT principles help improve physical fitness and health? 3. Which activities are appropriate for beginners? 4. How can proper exercise routines contribute to overall well-being? <p>DISCUSSION 1.3</p> <p>Some Practical Physical Activities that Have Mindfulness</p> <p>Applications: Shadowboxing with Breath Control –</p> <ul style="list-style-type: none"> ☐ Movements matched to inhaling and exhaling. <p>☐ Obstacle Course or Circuit Training with Focus – Doing tasks one at a time with full attention.</p> <p>☐ Mindful Biking – Riding at a slow pace while focusing on rhythm, wind, and balance.</p> <p>☐ Animal Flow Exercises – Ground-based movements like crawling, requiring concentration and control.</p> <p>☐ Balloon Breathing – Pretend to blow up a balloon with deep breaths, raising arms as it “inflates.”</p> <p>☐ Animal Walks – Move like animals (bear crawl, frog jump) while paying attention to how the body feels.</p> <p>☐ Rainbow Stretching – Reach arms in an arc like a rainbow, matching movement with slow breathing.</p> <p>☐ Mindful Freeze Dance – Dance to music and freeze when the music stops—notice your breath and heartbeat.</p> <p>☐ Nature Walk – Walk slowly outside and focus on five things you can see, hear, smell, or touch.</p> <p>☐ Bubble Blowing – Blow bubbles slowly and focus on the breath and how the bubbles float.</p>	<p>The teacher can ask: Suppose Maria wants to become healthier and reduce stress. How can she use the FITT Principle?</p> <p>Maria's plan may look like this:</p> <ul style="list-style-type: none"> • Frequency: 5 days a week • Intensity: Moderate effort • Time: 30–40 minutes each session • Type: Brisk walking, dancing, and deep-breathing exercises <p>By following the FITT Principle, Maria can create a fitness routine that is organized, realistic, and suited to her personal needs and goals.</p>
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	<p>Belly Breathing with a Stuffed Animal – Lie down, place a toy on the belly, and watch it rise and fall.</p> <p>Mindful Marching – March in place, notice how your feet hit the ground, and swing your arms with control.</p> <p>Follow the Leader (Mindful Edition) – One child leads slow, focused movements that others copy.</p> <ul style="list-style-type: none"> ☐ Windmill Arms – Swing arms gently in circles, syncing with slow breaths. <p>Balance Beam Walk – Walk slowly on a line or board, paying attention to balance and foot placement.</p> <p>Tighten and Release (Progressive Muscle Relaxation) – Squeeze muscles (like fists) and then release them, noticing the difference.</p> <p>Mirror Movement Game – Partner up and mirror each other’s slow movements like a reflection.</p> <ul style="list-style-type: none"> ☐ Mindful Jumping Jacks – Do jumping jacks slowly, counting each one with full attention. ☐ Wiggle and Freeze – Wiggle the whole body for 10 seconds, then freeze and notice how your body feels. <p>Ball Rolling Focus – Roll a ball back and forth to a partner while focusing on breath and movement.</p> <p>Simon Says (Mindful Version) – Include directions like “touch your toes and take a deep breath.”</p> <ul style="list-style-type: none"> ☐ Bubble Walk – Pretend you are inside a bubble and walk gently so it doesn’t pop. <p>1. Discussing New Concept</p> <p>Discussion 1.4</p> <p>The Key Concepts Mindfulness Practice</p> <ul style="list-style-type: none"> •• Mindfulness and mindfulness skills can be practiced at anytime, 	
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	<p>anywhere, while doing anything. Intentionally paying attention to the moment, without judging it or holding on to it, is all that is needed.</p> <ul style="list-style-type: none"> •• Meditation is the practice of mindfulness and mindfulness skills while sitting, standing, or lying quietly for a predetermined period. When meditating, we focus the mind (for example, on body sensations, emotions, thoughts, or breath), or we open the mind (paying attention to whatever comes into our awareness). •• Contemplative prayer refers to focusing on what you are praying for in your line of faith. •• Mindfulness movement also has many forms. Examples include martial arts (such as arnis, pencak, silat, tai chi, aikido, and karate), and dancing. Hiking and walking while savoring the environment can also be ways to practice mindfulness. <p>3. Developing Mastery</p> <p>In this part, the teacher provides explicit teaching or guided exploration of the lesson's key ideas, which includes defining terms, explaining relationships, using models or analogies, and encouraging learner interaction. Learners then engage in guided and independent practice activities—such as drills, problem-solving, application tasks, or peer collaboration—to reinforce the concept.</p> <p><i>This section utilizes formative assessment to monitor understanding.</i></p> <p>PICK-PAK-BOOM</p> <p>Here are some more mindfulness activities. Pick 5 activities that you can do: Observe with your eyes:</p> <ul style="list-style-type: none"> • Lie on the ground and watch the clouds in the sky. • Walking slowly, stopping somewhere with a view, notice flowers, trees, and nature itself. • Sit outside. Watch who and what goes by in front of you, without following them with your head or your eyes. 	<p><i>In this activity, it prioritizes student-centered learning and active engagement in which methods such as Experiential Learning and Inquiry-Based Learning are applied to facilitate mindfulness related tasks.</i></p>
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	<ul style="list-style-type: none"> • Notice the facial expression and movements of another person. Refrain from labeling the a person's emotions, thoughts, or interests. • Notice just the eyes, lips, or hands of another person (or just one feature of an animal). • Pick up a leaf, a flower, or a pebble. Look at it closely, trying to see each detail. • Find something beautiful to look at and spend a few minutes contemplating it. <p>Observe sounds:</p> <ul style="list-style-type: none"> • Stop for a moment and just listen. Listen to the texture and shape of the sounds around you. Listen to the silence between the sounds. • If someone is talking, listen to the pitch of the voice, to the smoothness or roughness of the sounds, to the clarity or the mumbling of the speech, to the pauses between the words. • Listen to music, observe each note as it comes and the spaces between the notes. Try breathing the sounds into your body and letting them flow out again on your breath. <p>Observe smells around you:</p> <p>Breathing in, notice any smells around you. Bring something close to your nose and notice the smell. Take it away and then notice the smell again. Do they linger?</p> <ul style="list-style-type: none"> • When eating, notice the aroma of the food; when cooking, notice the aroma of the spices or other ingredients; when bathing, smell the soap or shampoo; when walking outside, notice the aroma of the air; when near flowers, bend down and “smell the roses.” • Observe taste and the act of eating: • Put something in your mouth, pay attention to the taste. Keep it in your mouth and notice all the taste sensations. • Lick a lollipop or something else. Notice just the sensation of 	
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	<p>taste.</p> <ul style="list-style-type: none"> • Eat a meal, or even a part of a meal, paying attention to the taste of each mouthful. • Notice any urge to avoid someone or something. • Scan your entire body and notice the sensations. Where in your body do you feel the urge? • When you are chewing your food, notice when you have the urge to swallow. <p>Observe sensations of touch on your skin:</p> <ul style="list-style-type: none"> • When walking, notice the sensations of walking—your feet hitting the ground and rising up and down. Sometimes I walk very slowly and notice. Sometimes I walk very fast and notice. • When sitting, notice your thighs on the chair. Notice the curve of your knees and your back. • Pay attention to anything that touches you. • Try to feel your feet in your shoes, your body touching your clothes. • Feel your arms touching a chair. • Notice the sensations of your hands. • Touch something—the wall, fabric, a tabletop, a pet, a piece of fruit, a person. • Notice the texture of what you feel, notice the sensations on your skin. • Try it again with another part of your body. • Notice the sensations again. • Focus your attention on the sensations in your chest, your stomach, or your shoulders. • Focus your attention on the place in your body where you feel tight or tense. • Focus your attention on the space between your eyes. <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Which five mindfulness activities did you choose? 2. What sense or senses did your chosen activities help you focus 	
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	<p>on?</p> <p>3. How did these activities help you become more aware of your thoughts, feelings, or surroundings?</p> <p>4. Which activity did you find most effective in helping you feel calm, focused, or relaxed? Why?</p> <p>5. How can practicing mindfulness activities contribute to your physical, mental, and emotional well-being?</p> <p>6. How can you include one or more of these mindfulness activities in your daily routine?</p> <p>Mastery Check</p> <p>Ask learners to answer the following:</p> <p>Complete the statement:</p> <p>"One mindfulness activity I will continue practicing is _____ because it helps me _____."</p>	<p>Expected Response: Learners should be able to identify a mindfulness of activity and explain how it supports their well-being, demonstrating an understanding of the purpose and benefits of mindfulness.</p> <p><i>The responses show that mindfulness activities can help improve focus, reduce stress, and support overall wellness. Just as mindfulness contributes to well-being, fitness routines also play an important role in maintaining a healthy lifestyle. Let us now explore how to create personalized fitness and mindfulness plans that suit our individual needs and goals."</i></p>										
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p>Option 1 “My Personalized Fitness Routine Plan”</p> <p>Directions:</p> <p>1. Individually, create a simple fitness routine plan using the FITT principles.</p> <p>2. Include the following in your plan:</p> <ul style="list-style-type: none">○ Frequency○ Intensity○ Time○ Type of activity <p>3. Demonstrate at least 2–3 selected exercises or mindfulness activities in front of the class.</p> <p>4. Explain how your routine can improve physical health and overall well-being.</p> <p>Rubric:</p>	<p><i>The teacher instructs learners to create and demonstrate a simple personalized fitness routine plan using the FITT principles.</i></p> <p><i>Sample Fitness Routine Format</i></p> <table><tr><th>FITT Principle</th><th>My Fitness Routine</th></tr><tr><td>Frequency</td><td>3–4 times a week</td></tr><tr><td>Intensity</td><td>Moderate</td></tr><tr><td>Time</td><td>20–30 minutes</td></tr><tr><td>Type</td><td>Jogging and stretching</td></tr></table>	FITT Principle	My Fitness Routine	Frequency	3–4 times a week	Intensity	Moderate	Time	20–30 minutes	Type	Jogging and stretching
FITT Principle	My Fitness Routine											
Frequency	3–4 times a week											
Intensity	Moderate											
Time	20–30 minutes											
Type	Jogging and stretching											

Criteria	4 - Excellent	3 - Proficient	2 - Developing	1 - Beginning
Application of FITT Principles	All four FITT components (Frequency, Intensity, Time, Type) are complete and appropriate.	Three FITT components are complete and appropriate.	Two FITT components are complete.	One or no FITT components are included.
Fitness Routine Plan	Plan is well-organized, realistic, and clearly promotes health and well-being.	Plan is organized and generally promote health and well-being.	Plan is somewhat organized but lacks detail.	Plan is incomplete or unclear.
Demonstration of Activities	Performs 2–3 activities correctly and confidently.	Performs 2–3 activities with minor errors.	Performs activities with several errors or needs assistance.	Unable to demonstrate activities properly.
Explanation of Benefits	Clearly explains how the routine improves physical health and overall well-being.	Explains the most benefits of the routine.	Gives a limited explanation of the benefits.	Cannot explain the benefits of the routine.

Processing Questions:

1. Why did you choose these activities for your fitness routine?
2. How can your routine improve your physiological health?
3. Which activity was the easiest or most enjoyable to perform?
4. Why is consistency important in maintaining fitness and mindfulness routines?
5. How can these routines help you achieve holistic wellness?

For the given options, the Instructional Design Framework (IDF) method employed corresponds to the Constructivist Learning Approach in which students actively construct knowledge by working with ideas structuring their concepts and apply it in a form of meaningful movement/mindfulness activities. Collaborative Learning is also applied in which students discuss and share activities, promote peer collaboration, critical thinking, and varied viewpoints. Experiential Learning and creativity will be evident where students learn real- world applications of mindfulness and fitness routines, reinforcing learning as meaningful and applicable

Option 2 "Beyond Words: A Gesture of Meaning"

Choose a local dance, a mime, or any meaningful movement activity for you. Focus on why this chosen activity is meaningful. Carefully choose the steps or choreography for it. Remember to give your full attention to this task. You will be evaluated based on your degree of executing the movement and how well you focus on it to denote mindfulness. Record this meaningful movement or present it in class. You will be evaluated based on the following:

Criteria	4 - Excellent	3 - Proficient	2 - Developing	1 - Beginning
1. Meaning and Intention	Clearly explains the personal meaning of the movement; strong emotional or symbolic link connection is evident in execution.	Describes why the movement is meaningful; some connections are visible in performance.	Gives a basic reason for the activity; emotional or symbolic link is unclear or weak.	Gives little or no explanation for choosing the movement; no personal connection is shown.
2. Mindful Awareness During Movement	Movement is performed with deep focus, calm, and present moment awareness; body and breath are well-coordinated.	Shows clear effort to focus on breath and movement; occasional distraction or break in awareness.	Displays some awareness but appears distracted or rushed at times.	Rarely demonstrates mindfulness; movement appears mechanical or unfocused.
3. Physical Execution of Movement	Movements are precise, expressive, and thoughtfully chosen to reflect the intention.	Movements are mostly clear and coordinated; generally, reflect the intended meaning.	Movements are somewhat disorganized or inconsistent with the intended message.	Movements lack clarity or purpose; it is difficult to interpret the intention behind them.
4. Creativity and Originality	Movement or choreography is original, expressive, and creative; shows personal interpretation.	Some creative elements are present; performance shows thought and effort.	Limited originality; relies on generic or copied movements.	No evident creativity; movement lacks uniqueness or expression.

Reflective Learning is applied in this part in which students will deepen their understanding by reflecting and practicing personal habits relative to benefits of mindfulness and fitness. The students are instructed to use their reflective journal notebook for this task.

In this portion, the students will enhance their creativity, encouraging them to become more innovative and promote original thinking to develop new ideas from the learning task.

5. Overall Presence and Engagement	Fully engaged and confident throughout; audience can sense the performer's connection to the task.	Mostly confident and engaged; slight signs of hesitation.	Occasionally distracted or unsure; engagement fades at moments.	Appears disengaged or uncomfortable; minimal effort to connect with the activity.
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1. Making Generalization

This phase the learners will draw conclusions or summarize the key takeaways from the lesson. It can be done through discussions, reflective questions, or concept mapping

OPTION 1 SUM- UP

Part 1: Try It Out – Mindful Movement Time!

Directions: Try one of these activities slowly and with full attention. Choose one:

Mindful Walking: Take 10 slow steps. Feel your feet touch the ground.

Mindful Stretching: Stretch your arms up slowly, then down. Breathe in and out.

Mindful Breathing: Sit quietly and take 5 deep breaths. Feel your chest rise and fall.

What did you notice during this activity? (Circle all that you felt):

☐ Calm ☐ Focused ☐ Silly ☐ Strong ☐ Peaceful ☐ Sleepy

Part 2: My Mindful Plan

Next time I feel worried or stressed, I can:

- ☐ Take deep breaths
- ☐ Go for a mindful walk
- ☐ Stretch slowly
- ☐ Talk to someone I trust
- ☐ Write or draw how I feel

One new thing I want to try to calm my mind is: _____

Option 2 “My Digital Wellness Commitment Oath

Objective: Create and present a personal wellness commitment using digital tools, demonstrating dedication to practicing fitness and mindfulness activities for a healthy lifestyle.

Directions:

1. Reflect on what you have learned about fitness routines, mindfulness activities, and overall well-being.
2. Think about the healthy habits you would like to develop or improve.
3. Using a digital tool (e.g., Canva, Google Slides, Microsoft PowerPoint, Padlet, or Google Docs), create your Wellness Commitment Oath.
4. Your oath should contain 3–5 sentences and include:
 - One fitness activity, you will practice regularly.
 - One mindfulness activity you will incorporate into your daily routine.
 - A personal commitment to maintaining a healthy lifestyle.
5. Enhance your oath by adding relevant images, icons, colors, or design elements that represent wellness and healthy living.
6. Save your work and share it with the class through a classroom presentation, digital gallery walks, Padlet board, or learning management system.
7. After viewing classmates' work, write one positive comment or encouragement on a peer's digital wellness oath.

Rubric:

Criteria	4 - Excellent	3 - Proficient	2 - Developing	1 - Beginning
Content of the Oath	Oath clearly includes a fitness activity, a mindfulness activity, and a strong wellness commitment.	Oath includes the most required elements with clear commitment.	Oath includes some required elements but lacks detail.	Oath is incomplete or does not address the required elements.
Understanding of Wellness	Demonstrates an excellent understanding of the importance of fitness and	Demonstrates a good understanding of wellness concepts.	Demonstrates a limited understanding of wellness concepts.	Demonstrates little or no understanding of wellness concepts.

The teacher asks learners to reflect on the lesson and identify how they can apply fitness and mindfulness practices in their everyday lives.

	mindfulness for well-being.			
Use of Digital Tool	Digital products are well-organized, creative, and effectively use technology features.	Digital products are organized and appropriately used by technology.	Digital products show minimal use of technology features.	Digital products are incomplete or poorly prepared.
Visual Presentation	Visuals, images, and design strongly enhance the message and are highly appealing.	Visuals and design support the message.	Visuals are present but have limited connections to the message.	Visuals are absent or distracted from the message.
Presentation and Reflection	Explains the oath confidently and thoughtfully reflects personal wellness goals.	Explains the oath clearly and provides a reflection.	Gives a brief explanation with limited reflection.	Unable to explain or reflect on the oath.

2. Evaluating Learning

OPTION 1: Mindful Fitness Routine Challenge

Part 1: Create Your Routine

Design a 5–10-minute mindful fitness routine that includes the following:

Component	Example Activities
Warm-Up	
Fitness Activity	
Mindfulness Activity	
Cool Down	

Part 2: Performance

Perform your personalized mindful fitness routine in front of the class, in groups, pairs, or individually.

During the performance, learners should:

1. Demonstrate proper execution of exercises
2. Show focus and participation
3. Explain briefly how the routine supports physical and mental wellness

EdTech integration

- Digital creativity and design
- Communication and presentation skills
- Responsible use of technology
- Collaboration and peer feedback
- Self-management and goal setting through digital tools

The teacher concludes:

Fitness routines and mindfulness activities are essential in achieving physiological health, personal

Reflection Guide

Answer the following in 3–5 sentences:

1. How did your routine help improve your physical well-being?
2. How did mindfulness activities help your mental or emotional wellness?
3. How can you continue practicing this routine at home?

Rubric

Criteria	4 Points	3 Points	2 Points	1 Point
Completeness of Routine	All components are complete and organized	One component missing	Two components missing	Most components missing
Performance and Participation	Performs confidently and actively	Performs with minimal hesitation	Performs with limited participation	Shows little participation
Integration of Mindfulness	Mindfulness activity is clearly connected to fitness routine	Connection is somewhat clear	Limited connection shown	No connection shown
Reflection	Reflection shows clear understanding and commitment	Reflection shows understanding	Reflection is limited	Reflection is incomplete

OPTION 2: Mindfulness and physical activity report card.

1. Create a report card describing your mindfulness of practice. Give yourself a numeric grade and some recommendations for improvement.
2. In this report card, evaluate your level of physical activity. Give yourself a numeric grade and some recommendations for improvement

OPTION 3: Mindfulness can also be applied at home. Do one of these activities:

1. Awareness while making tea or coffee. Prepare a pot of tea or coffee to serve a guest or to drink by yourself. Do each movement slowly, in awareness. Do not let one detail of your movements go by without being aware of it. Know that your hand lifts the pot with its handle. Know that you are pouring fragrant, warm tea, or coffee into the cup. Follow each step in awareness. Breathe gently and more deeply than usual. Take hold of your breath if your mind strays.

development, and overall well-being. By practicing healthy habits consistently and making wellness part of daily life, individuals develop discipline, self-care, and a positive attitude toward holistic wellness.

Each learner/group will submit:

1. *Written personalized mindful fitness routine*
2. *Actual performance/demo of the routine*
3. *Short reflection about the experience*

Component	Example Activities
Warm-Up	Stretching, arm circles, jogging in place
Fitness Activity	Jumping jacks, squats, walking, dancing, yoga
Mindfulness Activity	Deep breathing, meditation, positive affirmation, mindful stretching
Cool Down	Slow stretching and relaxation breathing

	<p>2. Awareness while washing the dishes. Wash the dishes consciously, as though each bowl is an object of contemplation. Consider each bowl sacred. Follow your breath to prevent your mind from straying. Do not try to hurry to get the job over. Consider washing dishes, the most important thing in life.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. How did you feel during the activity? 2. If you practiced mindfulness in doing these activities, how would you feel about doing these household chores? <p>What other household activities can you do that apply mindfulness?</p> <p>1. Additional Activities</p> <p>OPTION 1: LOVING KINDNESS</p> <ul style="list-style-type: none"> • You can also show mindfulness by being kind to yourself. This is called loving kindness. • Loving kindness is a mindfulness practice designed to increase love and compassion first for ourselves and then for our loved ones, for friends, for those we are angry with, for difficult people, for enemies, and then for all beings. • Loving kindness can protect us from developing and holding on to judgment, animosity, or hostile feelings toward ourselves and others. <p>Do this activity to yourself while practicing mindfulness.</p> <ul style="list-style-type: none"> • Remember to slowly do the activity and feel each word that you give to yourself.: • Radiate loving kindness by reciting a set of warm wishes, such as “May I be happy,” “May I be at peace,” “May I be healthy,” “May I be safe,” or another set of positive wishes of your own. • Repeat the script slowly and focus on the meaning of each word as you say it in your mind. (If you have distracting thoughts, just notice them as they come and go and gently bring your mind back to your script.) • Continue until you feel immersed in loving kindness. <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. How does it feel to be mindful toward yourself? 	<p><i>The teacher will develop their own report card template for this activity.</i></p>
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2. How did you feel while doing the loving kindness exercise to yourself?
3. How did you feel after doing the loving kindness exercise to yourself?
4. How did the loving kindness exercise change the views that you have toward yourself?

OPTION 2: THINK ABOUT...

In the next two years, you will be encountering a lot of work and perhaps challenges. Think about all the strengths that you have and write them on a piece of paper. Savor how these strengths are important to you. Afterwards, write a letter to yourself, reminding you to capitalize on your strengths when you are feeling sad or down. Give words of encouragement to yourself that you can read in the future in order to help you achieve your goals.

Processing Questions:

1. How do you find the activity?
2. How do you feel while doing the THINK about activity?
3. How do you feel after doing the activity?
4. How did the activity change the views that you have toward yourself?

Multiple Choice Test: Fitness and Mindfulness

Directions: Read each question carefully and choose the letter of the correct answer.

1. Which of the following is NOT a fitness activity?
A. jogging B. journaling C. meditation D. deep breathing
2. What is the main purpose of mindfulness activities?
A. to increase stress B. to make the body-tired C. to avoid physical movement D. to improve mental focus and relaxation
3. Why is warming important before exercising?
A. to avoid injuries B. to skip stretching C. to shorten exercise time D. to become tired immediately
4. Which of the following is an example of a mindfulness activity?
A. yoga B. sprinting C. weightlifting D. push-ups

V. ASSESSMENT

(Assessing Learnings)

5. What can regular exercise improve?
A. physical health only B. mental health only C. overall well-being D. laziness
6. Marco walks for 30 minutes every day. He decides to replace walking with swimming while keeping the same schedule and duration. Which principle has changed?
A. frequency B. intensity C. time D. type
7. A learner exercises daily but performs very light activities that do not challenge the body. Which FITT component should be adjusted to improve fitness gains?
A. frequency B. intensity C. type D. time
8. What should be included in a personalized fitness routine?
A. activities suitable to one's needs and abilities
B. activities copied from others
C. only difficult exercises
D. no rest periods
9. How can mindfulness activities help learners?
A. by increasing stress B. by preventing sleep C. by avoiding responsibility
D. by improving focus and emotional wellness
10. Why is it important to practice fitness and mindfulness regularly?
A. to promote holistic wellness B. to become physically tired
C. to compete with others D. to avoid school activities

Mindfulness and Fitness Journal

Develop personalized mindfulness activities and fitness routine plans that enhance physiological health and physical development.

Matrix of activities that must be done daily to demonstrate the integration of mindfulness and physical activity. Refer to the previous discussions for your reference in the development of the said plan.

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Mindfulness activity concept	Clearly stated mindfulness activities towards physiological	The concept of mindfulness activities is unclear towards physiological health	Basic concept of mindfulness activities towards physiological health and	Clear presentation of mindfulness activities towards physiological health and physical

Answer Key

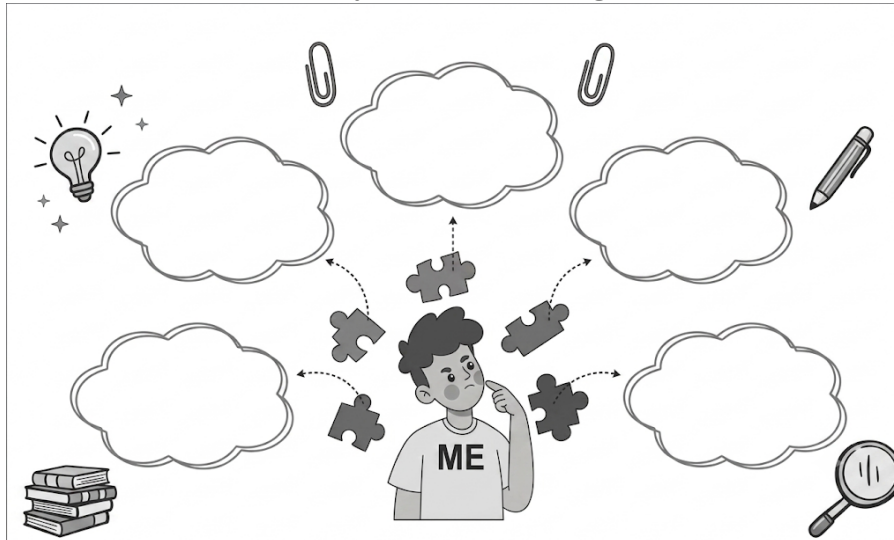
1. B
2. D
3. A
4. A
5. C
6. D
7. B
8. A
9. D
10. A

		health and physical development.	and physical development.	physical development.	development.	
	Fitness routine concept	Clearly stated fitness routine towards physiological health and physical development.	The concept of fitness routine is unclear towards physiological health and physical development.	Basic concept of fitness routine towards physiological health and physical development.	Clear presentation of fitness routine towards physiological health and physical development.	
	Activity design and Appropriateness	Age-appropriate mindfulness and fitness routine activities	The activities are not appropriate	Most of the activities are partly appropriate	Age-appropriate activities aligned with clear direction	
VI. REFLECTION <i>(Feedback and Continuous Improvement)</i>	<p>For the teacher:</p> <ol style="list-style-type: none"> 1. Which part of the lesson did you find most engaging for the learners? 2. What are the challenges encountered while teaching the content? 3. What are the strategies you will use and modify to better support students' learning? <p>For the learner:</p> <ol style="list-style-type: none"> 1. Could you give which activity you feel motivated and engaged? 2. What are the challenges you have encountered during mindfulness activities, fitness routine, and in making the personalized plan? 3. How will you apply mindfulness activities and fitness routines in your day-to-day life? 					
VII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used https://chatgpt.com/c/69b18514-083c-8320-ba93-490e58867727 in order to generate possible activities or recommendation regarding the topic on Movement descriptors and Joint Actions. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</p>					

Content/Topic	Applying Life Skills to Different Domains	Lesson Exemplar	5
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I. OBJECTIVES		
A. Content Standard	The learners demonstrate understanding of the interconnectedness of developmental tasks, protective and risk factors, sense of self, and health and wellness in their transition from late adolescence to early adulthood.	
B. Performance Standard	The learners reflect on their personal experiences as adolescents in terms of developmental tasks, protective and risk factors, sense of self, and health and wellness.	
C. Learning Competencies	The learners reflect on one’s experiences that support self-awareness, self-acceptance, and self-regulation.	
II. REFERENCES and MATERIALS (Selecting Resources and Material)	<ul style="list-style-type: none">• Twinkl. "What Can I Do When I Feel T?" Accessed May 11, 2025. https://www.twinkl.com.ph/resource/what-can-i-do-when-i-feel-t-par-1713431638.• Fritscher, Lisa. "How You Can Practice Self-Regulation." Very well Mind. Last modified August 29, 2022. https://www.verywellmind.com/how-you-can-practice-self-regulation-4163536.• Decision Dice: A Creative Tool for Choice-Making and Decisions.” Amazon. Accessed May 11, 2025. https://www.amazon.co.uk/Decision-Dice-Creative-Choice-Making-Decisions/dp/B0DK7J43D3.• Settle, Keala. “This Is Me (from The Greatest Showman).” YouTube video, 3:54. December 20, 2017. https://www.youtube.com/watch?v=CjxugyZCfuw.• Bessick, Paige. “Compliment Circles: Creating Kind and Connected Classrooms.” Paige Bessick. Accessed May 11, 2025. https://paigebessick.com/compliment-circles-creating-kind/.	
III. CONTENT (Sequencing Content)	Applying Life Skills to Different Domains <ul style="list-style-type: none">• Personal and Social• Academic• Career and Vocation• Digital	
IV. OBJECTIVES (Setting Clear Objectives and Analyzing the Tasks)	At the end of the discussion, the learners should be able to: <ul style="list-style-type: none">a. Identify personal experiences that influence self-perception and self-acceptance.b. Understand how one’s emotions influence behavior and decision-making.c. Analyze the role of the environment in shaping their responses to challenges.	
V. PROCEDURES		
2. Activating Prior Knowledge	1. Activating Prior Knowledge Option 1:"Who Am I?" Brainstorm Web	

- Students create a structured mind map with 'Me' in the center, strictly branching out into three objective-aligned sectors:
 - a. Key Life Experiences that shaped their self-view,
 - b. Common Emotions that drive their decisions, and
 - c. Environmental Factors (home, peers, online) that influence how they handle challenges



Processing Questions:

1. How did one specific past failure or success change the way you view your capabilities in school (Academic) or with friends (Personal)?
2. How do your most common feelings—like stress, anger, or excitement—usually influence your decisions when dealing with online drama (Digital) or future choices (Career)?
3. Which of your spaces—your home, your peer group, or your social media feed—makes it hardest for you to handle challenges positively? Why?

Option 1

The teacher or facilitator must ensure that this activity enables the learners to reflect on the traits and characteristics they believe define them as a person. This helps visualize the concept of self-awareness and opens a discussion on its meaning.

The teacher may let the learners share their works in class to help establish the purpose of the lesson.

Engage students in a brief discussion about the importance of self-awareness and its relation to self-concept through facilitating meaningful discussion in answering the processing questions.

	<p>Option #2: Life Skills in the Different Domain</p> <p>Directions:</p> <ul style="list-style-type: none"> ● Divide the class into groups ● Each will represent <ul style="list-style-type: none"> ▪ Group 1 Academic ▪ Group 2 Career & Vocation ▪ Group 3 Digital ▪ Group 4: Personal & Social ● Discuss each scenario with the processing questions <p>Scenarios:</p> <p>Scenario 1: Struggling with Grades Riza studied all night for her math test, but when she got back, she failed. She told herself, this is the end of my aspiration to be an honor student! She failed by one point.</p> <ol style="list-style-type: none"> 1. Will Riza’s dream of becoming an honor student come to an end? Why? 2. What unhelpful thinking can be seen in this scenario? 3. What coping thoughts can Riza have? 4. If you were Riza’s friend, what advice would you give her? <p>Scenario 2: Feeling Lost About the Future Kathryn trained her best to get into her dream university. However, when she received her examination results, she was rejected. She was also rejected by three more universities of her choice. Although she passed the examination for a university she did not like, she was offered a scholarship with a stipend. Because of this, she felt like a failure.</p> <ol style="list-style-type: none"> 1. How would you feel if you were Kathryn? What good things would you think about regarding the university where you passed the entrance exam? 2. Is she really a failure? Why? <p>Scenario 3: Your Life Online Joseph always rants about his teachers and classmates on social media. He got angry with his teachers and classmates because he got corrected with his spelling</p>	<p>Option 2 Life Skills in the Different Domain</p> <p>This activity helps learners reflect on personal experiences across four life domains— Personal & Social, Academic, Career, and Digital—and examine how these situations made them feel or act. The goal is to build self-awareness, self-acceptance, and decision-making skills by connecting emotions to real-life contexts. Each group will present their performance for two minutes</p> <p>Encourage learners to participate in the check-in activity.</p> <p>Notes to teacher Scenario 1: Academic Scenario 2: Career & Vocation Scenario 3: Digital Scenario 4: Personal & Social</p>
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	<p>errors in group activity. He posted a long rant on social media telling that his teacher and classmates are very unkind and impolite that he was corrected. He even posted curse words on the class picture that he uploaded without permission.</p> <ol style="list-style-type: none"> 1. How do you feel when someone tells you that you made a mistake? 2. Is it okay to make mistakes sometimes? Why? 3. What can we learn when others correct us kindly? <p>Scenario 4: Embracing What Matters Maria often felt insecure about her appearance and avoided social gatherings because she feared judgment. One day, at a friend's birthday party, she overheard her friends talking about how much they admired her kindness. This made Maria realize that her value WORTH wasn't just about how she looked, it was more than just a pretty face.</p> <ol style="list-style-type: none"> 1. Why did Maria feel insecure? 2. What realizations did Maria have when she overheard people admiring her kindness? 2. If you were Maria's friend, what advice would you give her? <p>Option #3: I am and I can Messages Directions:</p> <ol style="list-style-type: none"> 1. Think of all that you have gone through. Think of all your accomplishments that define who you are. After this, write at least five "I Am" messages to yourself that convey your strengths. <ul style="list-style-type: none"> ▪ I am _____. ▪ I am _____. ▪ I am _____. ▪ I am _____. ▪ I am _____. <p>After writing down the I Am Messages, deliver them in front of the class with conviction.</p>	<p>Option #3: "I am and I can Messages"</p> <p>This activity is grounded on Behavior Therapy and Assertiveness Training to improve self-esteem.</p> <p>Building self-esteem is crucial to building self-acceptance. As I mentioned, self-acceptance takes time to develop. After the learners write down their "I Am" and "I Can" messages, ask them to deliver their statements in front of the class with conviction.</p>
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2. Now that you have written and said I Am Messages to yourself, it is now time to think of the things that you can do. Write at least five I Can messages to yourself.

- I can _____.
- I can _____.
- I can _____.
- I can _____.
- I can _____.

After writing down the I can Messages, deliver them in front of the class with conviction.

Processing Questions:

- How does it feel to deliver I am and I can Messages
- How will you utilize I am and I can Messages when you have challenges in life?

2. Establishing the Purpose of the Lesson

Option 1: Short Story (Literacy Skills)

As a learner/student, you may face a variety of challenges during adolescence, such as personal, academic, career, vocational, and digital issues. These challenges can emerge unexpectedly, so to help you be ready to handle them, let's concentrate on our topic for today. The teacher will have one of the learners read the short story and then answer the processing question.

Maya was a bright student, always among the top of her class. However, she was also feeling the pressure to fit in with the popular kids. They often skipped class, promising a good time and a chance to ditch the boring stuff (forget the boring stuff). Maya hesitated, intrigued by the prospect of joining them, but also worried about the consequences. If she missed class, she could lose her good academic standing.

Option 1: Short Story

The "What If" Alternative: Divide the class into small groups. Have half the groups map out the consequences if Maya decides to go on the weekend adventure, and the other half map out the consequences if she stays home to study. Have them share and compare the outcomes.

	<p>One day, the popular group offered Maya an opportunity for a weekend adventure. She pictured the fun and excitement, the feeling of being accepted, but also the knowledge that she was against her own goals of being an honor student, as she would not study for this exam. Maya knew that she couldn't make the wrong decision.</p> <p>Process questions:</p> <ol style="list-style-type: none"> 1. If you were in Maya's shoes, what decision would you make in this situation? 2. What can Maya learn from this experience about balancing social life and academic responsibilities? 3. What factors should be taken into account when making a decision? 4. How can Maya embrace self-acceptance and stay true to her own goals and values while dealing with the pressure to fit in with the popular students? <p>Option 2: Short Walk</p> <ol style="list-style-type: none"> 1. Take learners on a short walk in a park or your school garden 2. Ask them to notice and list things they see, hear, smell, and feel. This must be very specific: Five (5) things that are seen Four (4) things that are heard 3. Reflect on how their mood changed before and after the activity. <p>Processing Questions:</p> <ul style="list-style-type: none"> • What things did you see, hear, smell, or feel? • What can you taste right now as you observe using your senses? • How did this activity affect the way you feel? • How can you use this practice when you feel stressed or overwhelmed? <p>Option #3: How long will it matter? (Numeracy Skills) Directions:</p>	<p>Option 2 Step 1: The Sensory Walk Teacher's Note: This is a grounding exercise disguised as an outdoor walk. Set behavioral expectations before leaving the classroom (e.g., "This is a quiet, observant walk, not a recess break"). * Purpose: Transitioning to a natural environment lowers cortisol levels and physically disrupts classroom monotony or anxiety.</p> <p>Step 2: Specific Observations (List 5 things seen, 4 things heard, etc.) * Teacher's Note: This follows a modified version of the 5-4-3-2-1 Coping Technique used for anxiety and focus. The prompt specifically highlights <i>seeing</i> and <i>hearing</i> but references other senses in the processing questions.</p>
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	<p>1. Challenge the thought. You are worried that you will fail the Science Exam tomorrow, as it is very difficult. You believe that you will fail.</p> <ul style="list-style-type: none"> • What is the percentage that this thought will come true? (Rate from 1 to 100 percent) • If this thought of failure came true, how bad would you feel after receiving your test paper (Rate from 1 to 100) • If this thought of failure came true, how bad would you feel after one week? (Rate from 1 to 100) • If this thought of failure came true, how bad would you feel after one month? (Rate from 1 to 100) • If this thought of failure came true, what would you feel after one year? (Rate from 1 to 100) • What would you be doing a year after you failed the test? • Would you still remember it? Will the feeling be as bad as the moment that you have received the failed examination paper? • What insights have you gained about failure, knowing that the intensity of the feeling diminishes through time? • What can be done after failure? 	<p>* Modification Tip: Consider giving students a small clipboard or a mini pocket notebook to write down their 5 and 4 items in real time, so they don't forget them before the reflection phase.</p> <p>Step 3: Mood Reflection <i>(Reflect on how their mood changed before and after)</i></p> <p>* Teacher's Note: This step emphasizes emotional literacy and self-assessment.</p> <p>* Facilitation Tip: Before starting the walk, students quietly rate their current stress/energy level on a scale of 1–10. Have them re-evaluate that number immediately after finishing the activity.</p> <p>Option 3: How long will it matter?</p> <p>The Setup: Rating Scale (1–100) * Teacher's Note: The 1–100 scale acts as a subjective metric of emotional distress. For students, "100" represents the ultimate catastrophe.</p> <p>* Instructional Tip: Ensure students write these numbers down in a linear sequence or a mini table so they can easily compare them in the next step.</p> <p>The Core Shift: Time Progression <i>(Immediate → 1 week → 1 month → 1 year)</i></p> <p>* Teacher's Note: This progression forces students to map out a negative exponential curve of emotional distress.</p> <p>* Core Insight: In almost all cases, a student's data will drop sharply (e.g., 95</p>
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		<p>→60 →20 →5). This provides concrete, mathematical proof to their brain that feelings of failure are acute but temporary.</p> <p>The New Numeracy Processing Question</p> <p><i>(Analyzing the trend over time)</i></p> <p>* Teacher's Note: This question bridges the gap between raw numbers and cognitive realization (Metacognition).</p> <p>* Expected Student Outcome: Students should identify a decreasing trend or an inverse relationship between time elapsed and emotional distress.</p> <p>* Key Takeaway Phrase: <i>"The data proves that the intensity of my distress is temporary and decreases rapidly over time."</i></p> <p>Learners will apply numeracy skills by gathering, organizing, and interpreting data related to their experiences, emotions, and behaviors using frequency counts, percentages, rating scales, tables, and simple graphs to strengthen self-awareness, self-acceptance, and self-regulation.</p>
<p>3. Instituting New Knowledge</p>	<p>1. Presenting Examples Option 1 – FORMATIVE TEST 1. Personal and Social You noticed that you often get frustrated when your friends don't respond to your messages immediately. How can you manage this frustration?</p> <ul style="list-style-type: none"> A. Send multiple follow-up messages until they respond. B. Reflect on why you feel frustrated and find a healthy way to cope, like taking deep breaths or engaging in a hobby. C. Stop messaging your friends altogether. D. Confront your friends about their lack of response. 	<p>Option 1 This activity is a scenario-based multiple-choice formative assessment designed to help students practice decision-making and self-regulation in real-life situations. It supports contextual learning by encouraging learners to apply problem-solving skills in familiar and meaningful scenarios.</p>

2. Academic:

You have a big project due in a week, but you also have a lot of other homework. How can you effectively manage your time?

- A. Work on the project the night before it's due.
- B. Create a schedule that breaks the project into smaller tasks and balances it with your other homework.
- C. Focus only on the project and ignore other homework.
- D. Ask for an extension on the project deadline.

3. Career and Vocational:

You have a part-time job while attending school, and you feel overwhelmed by your responsibilities. What should you do to manage your workload?

- A. Quit your job to focus solely on school.
- B. Prioritize your tasks and create a balanced schedule that allows time for both work and study
- C. Ignore your schoolwork and focus on your job.
- D. Complain to your employer about your workload.

4. Digital:

You find yourself spending too much time on social media, which affects your productivity. How can you regulate your screen time?

- A. Delete all your social media accounts.
- B. Set specific time limits for social media use and stick to them.
- C. Continue using social media as usual and hope your productivity improves.
- D. Use social media only during breaks.

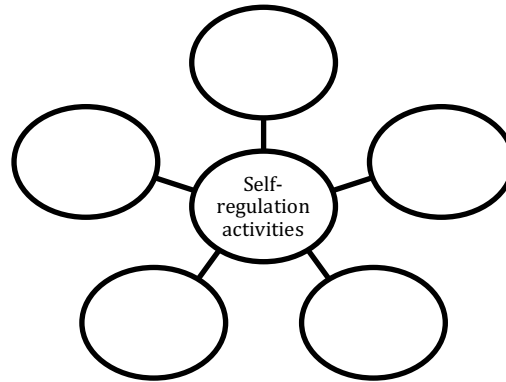
Video presentation about self-awareness that can be accessed through this link:

<https://youtu.be/KlqR88ND-VA?si=TUBpOc2OLB5BGKNg>



	<p><i>Processing Questions:</i></p> <ol style="list-style-type: none"> 1. What are some key points the video makes about self-awareness? 2. How does the video suggest that self-awareness affect our relationships with others? 3. Which part of the video resonated most with you, and why? 4. How can you apply the strategies discussed in the video to your daily life? 5. What challenges might you face in becoming more self-aware, and how can you overcome them? <p>Discuss the following ideas:</p> <p>What Is Self-Awareness?</p> <p>According to an article titled Self-Awareness: The Key to Understanding Yourself and Living Authentically, self-awareness has 2 types: actions with intentions, leading to improved relationships and well-being.</p> <ul style="list-style-type: none"> • <i>Private Self-Awareness:</i> Recognizing and understanding one's internal states, such as emotions and thoughts. • <i>Public Self-Awareness:</i> Being conscious of how others perceive one and how one's behavior aligns with social norms. <p>Option 2: The Problem-Solving Path Stations</p> <p>Station 1: Problem Identification</p> <p>Physical Task: Step or jump onto labeled circles with keywords: Feelings, Facts, People Involved, What Is Wrong</p> <p>Cognitive Task: Students must identify the root of a given problem scenario.</p> <p>Mindful Prompt: “How would you feel if you were in this situation? What’s the real issue?”</p> <p>Station 2: Brainstorm Ladder</p>	
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	<p>Physical Task: Use a mini obstacle course (e.g., cones, ropes, or small ladders) to simulate “climbing toward solutions.”</p> <p>Cognitive Task: Each student gives one possible solution while doing a movement (e.g., hop, squat, crawl).</p> <p>Mindful Prompt: “Are your ideas helpful, hurtful, or hopeful? Let go of self-judgment.”</p> <p>Station 3: Weigh It Out</p> <p>Physical Task: Hold a light object in each hand. While balancing, discuss the pros and cons of 2 chosen solutions.</p> <p>Cognitive Task: Evaluate which solution is more effective and realistic.</p> <p>Mindful Prompt: “What outcome will help everyone involved feel safe and respected?”</p> <p>Station 4: The Action Pose</p> <p>Physical Task: Act out (like charades) how you would apply the solution. Use expressive movement or teamwork.</p> <p>Cognitive Task: Practice applying the chosen solution through role-play.</p> <p>Mindful Prompt: “How do you feel when you try to solve something this way?”</p> <p>2. Discussing New Concept</p> <p>OPTION 1: Visual Mapping (Mind Map or Concept Map) (EdTech)</p> <p>Visual mapping supports self-regulation by helping learners set clear goals, plan strategically, monitor progress, reflect on outcomes, stay motivated, and develop independent, self-directed learning habits. Concept map (visual mind map) of self-regulation strategies is (examples: you can sing, dance, play basketball, etc.):</p>	<p>Option 2:</p> <p>The teacher will create five “problem stations” in an open space, either inside or outside the classroom. Each station will include: • A problem scenario card (on paper or laminated) • A physical challenge to complete • Reflection/mindfulness questions or a task</p> <p>The class shall be divided into groups and will rotate every 4–5 minutes through the five stations. The teacher may opt to play calm, instrumental music in the background to help enhance focus.</p> <p>Option 1:</p> <p>Central Figure ("ME") Grounding & Personal Ownership: Shifting the center from an abstract bubble ("Self-regulation activities") to an expressive character wearing a "ME" shirt fosters immediate personal accountability. The thoughtful facial expression normalizes pausing to reflect.</p> <p>* Directions: Tell students, <i>"The character in the center is you. Take a moment to think about what happens inside your mind and body when you feel stressed, excited, or distracted. "above their head to ground the topic.</i></p>
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SELF-REFLECTION QUESTIONS

- In your own words, what does self-regulation mean to you?
- Can you describe a time when you had to control your emotions or behavior? What did you do?
- How do you usually respond when you feel overwhelmed or frustrated?
- What strategies help you calm down or refocus when you're upset or distracted?

Option 2: Identity Collage/Digital Mood Board (EdTech Using Canva)

Learners create a collage (using magazines, art supplies) or a digital mood board (using online tools) that represents their personal characteristics. They can include images, words, symbols, and colors that reflect their:

- Strengths
- Values
- Interests
- Personality traits

Learners must share their collages/mood boards in small groups or with the whole class, explaining the elements they chose and why.

Option 2: Identity Collage/Digital Mood Board (EdTech Using Canva)

Step 1: Mind Mapping (The Blueprint Phase).

Step 2: Translating the Diagram to Canva / Poster Board

Step 3: Peer-Sharing Circles (The "Why" Discussion)

When the collages are completed, put students into pairs or small groups of three. Use the structural layout of the mind map to guide their oral explanations:

	<p>Option 3: Emotional Response Students will be grouped into 5. Each group will be given a scenario to act out. A representative must discuss the emotions and choices involved, and decide on the most responsible and self-aware response. Students will be reminded to be mindful of the following in doing so:</p> <ol style="list-style-type: none"> 1. Use respectful language. 2. Reflect on how they would feel in the scenario. 3. Think about both short-term and long-term outcomes. <p>3. Developing Mastery</p> <p>Option 1: Self-Regulation Activity The class will be divided into five groups, each group will be given sample questions on how to manage some challenging situations on personal and social, academics, career and vocational and digital concerns. The teacher will allow students the freedom to choose their presentation method, utilizing differentiated instructions such as singing, spoken poetry, dramatization, and more.</p> <p>Group 1 - How do you manage your own emotions, thoughts, behaviors, and well-being? (e.g., managing stress, sticking to healthy habits, controlling impulses related to personal desires.) Example: Behavior- Sticking to Healthy Habits</p> <ul style="list-style-type: none"> - Maintain a balanced diet by eating nutritious meals regularly. - Ensure you get enough sleep each night to stay refreshed and alert. - Incorporate regular exercise into your routine to boost physical and mental health. <p>Group 2 - How do you manage your interactions and relationships with others? (e.g., resolving conflicts constructively, managing your reactions in social situations, practicing empathy, and active listening).</p>	<ul style="list-style-type: none"> • Have them explain one puzzle piece category at a time. • <i>Example prompt: "Show your group in your 'Strengths' section on your collage. Explain why you chose those specific images and colors to represent your unique talents."</i> <p>The activity is both relevant and responsive, as it addresses practical, everyday situations. It also includes a discussion and decision-making activity centered on the concept of self-regulation, defined as the ability to control one's thoughts, emotions, and behaviors to achieve long-term goals.</p>
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	<p>Example: Managing Reactions in Social Situations:</p> <ul style="list-style-type: none"> - Pause Before Reacting: Take a moment to think before responding, especially in heated situations. - Stay Positive: Focus on positive aspects and avoid negative or defensive reactions. - Set Boundaries: Clearly communicate your limits and respect others' boundaries. <p>Group 3 - How do you manage your learning process and responsibilities? (e.g., staying focused during study, managing time effectively for assignments, persevering through challenging material).</p> <p>Example: Staying Focused During Study</p> <ul style="list-style-type: none"> - Create a Study Environment: Find a quiet, well-lit space free from distractions to help you concentrate. - Use Study Techniques: Implement methods like the Pomodoro Technique, where you study for 25 minutes and then take a 5-minute break. - Set Clear Goals: Define what you want to achieve in each study session to stay on track. <p>Group 4 - How do you manage your behaviors and responsibilities related to work, career exploration, or vocational pursuits? (e.g., maintaining focus on tasks, managing workload, adapting to workplace changes, pursuing professional development).</p> <p>Example: Adapting to Workplace Changes in the Future</p> <ul style="list-style-type: none"> - Stay Flexible: Be open to new ideas and willing to adjust your approach as needed. - Communicate Effectively: Keep open lines of communication with colleagues and supervisors to stay informed about changes and expectations. - Seek Feedback: Regularly ask for feedback to understand how you can improve and adapt to new situations. 	
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Group 5 - How do you manage your engagement with technology and the online world? (e.g., managing screen time, practicing responsible for online communication, protecting personal information, and staying focused on tasks despite digital distractions.

Example: Managing Screen Time and Practicing good digital citizenship

- Set Limits: Use cellphone reminders and settings to set daily screen time limits for social media, games, and other non-essential activities.
- Schedule Tech-Free Times: Designate certain times of the day, such as during meals or before bed, to be free from screens.
- Engage in Offline Activities: Balance screen time with offline hobbies like reading, exercising, or spending time with family and friends. Create a time schedule for this.

Option 2: Differentiated Approach

The class will be grouped into 5 and will be tasked to show how do they take care of themselves to manage their emotions. Each group picked their assigned strategies in which they are going to portray in different approach like on the following:

1. PHYSICAL SELF-CARE – Dance Presentation
2. EMOTIONAL SELF-CARE – Dance Drama
3. MENTAL SELF-CARE – Role Play
4. SOCIAL SELF-CARE – Poster and Slogan
5. SPIRITUAL SELF-CARE – Song Composition

Rubric

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Content & Understanding (How well the self-care type & emotional	Clearly and accurately demonstrates the assigned self-care type.	Demonstrates the assigned self-care type accurately. Shows a	The self-care type is vague or slightly misunderstood. Connection	Does not accurately represent the assigned self-care type or

Option 2: To keep the classroom energy high and ensure everything fits into a standard class period (or a block session), use this recommended time breakdown:

- **Group Discussion & Preparation: 15–20 minutes** * *Tip:* Give a 5-minute and a 2-minute warning before time is up.
- **Group Presentations: 3–5 minutes** per group (approx. 20–25 minutes total).
- **Processing & Reflection: 10–15 minutes** at the end.

	<p><i>managem nt are shown)</i></p> <p>Explicitly shows how it helps manage emotions.</p>	<p>general connection to managing emotions.</p>	<p>to emotional managem nt is weak.</p>	<p>emotional managem nt.</p>	
	<p>Creativity & Medium Execution <i>(How well they used their specific approach—see guide below)</i></p>	<p>Highly creative, engaging, and uses the assigned medium to its full potential. High-quality presentation.</p>	<p>Creative and use the medium effectively. The presentation is clear and well organized.</p>	<p>basic presentation with limited creativity. Did not fully utilize the strengths of the assigned medium.</p>	<p>Lacks effort and creativity. The chosen medium was poorly executed or incomplete.</p>
	<p>Clarity & Impact <i>(The message conveyed to the audience)</i></p>	<p>The core message is powerful, highly memorable, and easily understood by the entire class.</p>	<p>The message is clear and understandable for the audience.</p>	<p>The message is a bit confusing or requires extra explanation to understand.</p>	<p>The presentation is confusing; the core message is lost.</p>
	<p>Group Collaboration <i>(Teamwork and participation)</i></p>	<p>All group members participate equally, show excellent teamwork, and are highly prepared.</p>	<p>Most members participate actively and work well together. Well prepared.</p>	<p>Unequal participation among members; lacks coordination or adequate preparation.</p>	<p>Little to no teamwork evident; group is highly unprepared.</p>
	<p>Option 3: Quotable Quotes</p> <p>Instead of just writing quotable quotes down on paper, the students use one of these digital approaches to create a personal "Optimism Toolkit":</p>				

- **Graphic Design (Canva / Adobe Express):** Students create a digital gallery or a series of wallpapers for their phones/laptops featuring their chosen quotes.
- **Digital Vision Boards (Padlet / Jamboard):** A collaborative or private digital corkboard where students pin quotes, changing the backgrounds and adding images that match the emotional tone.
- **Interactive Journals (Book Creator / Google Slides):** A multi-page digital flipbook where each quote gets its own page, accompanied by a short audio recording or text snippet explaining why that quote helps them pull through hard times.

Assessment Criteria	Exemplary (4 pts)	Proficient (3 pts)	Developing (2 pts)	Beginning (1 pt)
Relevance & Emotional Impact	All selected quotes directly inspire optimism, actively counter sadness/discouragement, and strongly emphasize self-worth.	Most quotes are positive and uplifting, though one or two may feel generic rather than personally comforting.	Quotes are vaguely positive but lack a strong connection to overcoming discouragement or building strength.	Quotes do not align with the prompt; they fail to inspire optimism or address emotional resilience.
Personal Reflection	Provides deep, highly insightful explanations for each quote, clearly articulating	Provides clear explanations for why the quotes were chosen and how they relate to	Explanations are brief, repetitive, or superficial (e.g., "I just like this quote").	Reflection is missing entirely or fails to address any personal connection to the text.

		g exactly <i>how</i> it helps restore personal strength.	managing sad or discouraged feelings.			
	EdTech Application & Design	Digital tool is used masterfully. Layout, fonts, and colors perfectly complement the uplifting tone of the quotes, making them highly readable and visually striking.	Digital tool is used effectively. The design is neat, organized, and intentional, with colors and images that match the mood.	Basic attempt at using the digital tool. Design elements conflict slightly (e.g., hard-to-read text, cluttered layout).	Little to no digital formatting. The technology was used as a basic typewriter without considering design or presentation.	
	Citations & Digital Citizenship	Every quote is flawlessly attributed to its proper author. All external images or elements used are copyright-friendly or properly credited.	Quotes are attributed to authors, though there may be minor formatting inconsistencies. Basic credits are given for visual assets.	Some quotes are missing authors, or assets are used without proper regard for digital copyright/crediting.	No authors are credited; severe lack of digital citizenship regarding sourced materials.	

<p>4. Demonstrating Knowledge and Skills</p>	<p>1. Finding Practical Application <i>In this stage, learners apply what they have learned to real-life or simulated scenarios, problems, or tasks. This involves transferring knowledge and skills to authentic contexts, and this will serve as scaffolding for the performance task.</i></p> <p>OPTION 1: My Action Plan for Effective Self-Regulation</p> <ul style="list-style-type: none"> • Step 1: Assessment and Goal Setting Identify a specific behavior you want to change (e.g., getting angry easily). • Step 2: Use a SMART Goal Set (e.g., "I will practice counting to ten and taking deep breaths when I feel angry for 30 minutes each day this week.") <ul style="list-style-type: none"> - Specific: Clearly define what you want to achieve. - Measurable: How will you track your progress? - Achievable: Is your goal realistic given your current situation? - Relevant: Does this goal align with your values and overall well-being? - Time-bound: Set a deadline for achieving your goal • Step 3: Choose strategies to help you achieve your goal (e.g., practicing mindfulness, using relaxation techniques, journaling your thoughts). • Step 4: Monitor your progress and adjust as needed. Track progress: Regularly check in with yourself to see how you're doing. Adjust your plan: If your strategies aren't working, don't be afraid to make changes. Be patient and persistent: Developing self-regulation takes time and effort. <p>OPTION 2: Practice Goal Framework</p> <ol style="list-style-type: none"> 0. Identify the Specific Behavior or Emotion <ul style="list-style-type: none"> • Example: "I want to manage my frustration better when I face difficult tasks." 1. Set a Clear and Achievable Goal <ul style="list-style-type: none"> • Example: "I will use deep breathing techniques whenever I start to feel frustrated." 2. Create a Plan and Objectify the Emotion. Strong emotions can be overwhelming. One strategy to help manage emotions is to think of it as an object. Whenever we feel frustrated, sad, or 	<p>The teacher will select one activity from two available options. After completing the chosen task, selected students will present their work to the class.</p> <p>Teachers are encouraged to be sensitive to individual differences and to consider students' backgrounds, experiences, and emotional readiness, especially when discussing personal topics.</p> <p>This activity highlights that goal setting and self-regulation are transferable life skills—not limited to the classroom, but applicable in various real-world contexts.</p>
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anxious, we can think of the object instead of the emotion. By doing this we can focus clearly.

Steps:

- a. Recognize the feeling of frustration. Describe frustration as an object with color, texture, and sound. All objects are accepted as valid answers, so go ahead and objectify frustration.
- b. Pause and take three deep breaths to picture the object that signifies frustration.
- c. In your mind, try to make this object bigger. Then make it smaller. Then concentrate to make it smaller again until it is tiny.
- d. Focus on this object whenever you are frustrated. Tell frustration that it is a very object, and it can be handled.
- e. Instead of feeling frustrated, think of the object so that you will not feel overwhelmed.

3. Track Your Progress

- Example: Keep a daily log of instances when you feel frustrated and note how you managed it.

4. Reflect and Adjust

- Example: At the end of each week, review your log to see what worked and what didn't work. Adjust your strategies as needed.
- Example Practice Goal
- Goal: Improve self-regulation when feeling overwhelmed by schoolwork.
- Specific Behavior: Feeling overwhelmed by assignments.
- Clear Goal: Use a 5-minute mindfulness exercise whenever I feel overwhelmed.
- Plan:

4. Notice the feeling of being overwhelmed.

5. Pause and find a quiet space.

6. Set a timer for 5 minutes and practice mindfulness (e.g., focusing on breathing).

7. Return to the assignment with a clearer mind.

	<ul style="list-style-type: none"> • Track Progress: Use a journal to note each time you feel overwhelmed and how the mindfulness of exercise helped. • Reflect and Adjust: Review your journal weekly to see patterns and make any necessary changes. <p>Option 3: Taking Hold of your Mind: Observe, Describe, Participate</p> <ul style="list-style-type: none"> • Let the students find their most comfortable place in the room and facilitate the following: <p>Observe Skills</p> <ol style="list-style-type: none"> A. Notice your body's sensations (coming through your eyes, ears, nose, skin, and tongue). B. Pay attention on purpose, to the present moment. C. Control your attention, but not what you see. Push away nothing. Cling to nothing. D. Practice wordless watching: Watch thoughts come into your mind and let them slip right by like clouds in the sky. Notice each feeling, rising and falling, like waves in the ocean. Observe both inside and outside yourself. E. Put words to the experience. When a feeling or thought arises, or when you act, acknowledge it. For example, say in your mind, "Sadness has just enveloped me," "Stomach muscles tightening," or "The thought 'I can't do this' has come into my mind." F. Label what you observe. Put a name on your feelings. Label a thought as just a thought, a feeling as just a feeling, an action as just an action. Unglue your interpretations and opinions from the facts. Describe the "who, what, when, and where" that you observe. Just the facts. Remember, if you can't observe it through your senses, you can't describe it. <p>Participate Skills</p> <ol style="list-style-type: none"> A. Throw yourself completely into activities of the current moment. 	<p>This part of the lesson are mindful activities that aim to enhance learners' focus and connection to their inner selves. Hence, the teacher must make sure that the room is free of unnecessary noise or/and any distractions.</p>
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- B. Do not separate yourself from what is going on at the moment (dancing, cleaning, talking to a friend, feeling happy or feeling sad).
- C. Become one with whatever you are doing, completely forgetting yourself. Throw your attention to the moment.

2. Making Generalization

This phase the learners will draw conclusions or summarize the key takeaways from the lesson. It can be done through discussions, reflective questions, or concept mapping

Option #1: Learners' Takeaways

Complete the statements below:

Today, I learned _____.

My favorite part of the lesson is _____.

I would like to learn more about _____.

Option #2: Reflection on Learning

After the lesson, the teacher will facilitate a reflection session where learners can share their thoughts and feelings about their experience.

Option# 3 Essay: with Rubrics

TITLE: Self-Regulation: The Path to Becoming a Better Version of Myself

Rubric for the Essay

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (2)
Content & Ideas	Clear, meaningful, and well-developed ideas	Mostly clear with good details	Some ideas lack development	Ideas are unclear or incomplete
Organization	Logical flow with strong introduction	Mostly organized	Some parts are confusing	Poor organization

Option #1: Learners' Takeaways & Option #2: Reflection

◆ SHS IDF Alignment:

● I/E (Implementation/Evaluation): Synthesizes learning and emotional reflection.

● R (Reflective): Supports growth mindset and personal ownership.

● 4Cs/4Is: Character, Critical Thinking, Insight.

		, body, and conclusion				
	Grammar & Mechanics	Very few or no grammar/spelling errors	Minor errors present	Several noticeable errors	Many grammar/spelling errors	
	Vocabulary	Uses effective and varied vocabulary	Adequate vocabulary	Limited vocabulary	Very simple or repetitive words	
	Relevance to Topic	Fully focused on self-regulation and self-improvement	Mostly relevant	Slightly off topic in some parts	Often off topic	
	Total Score: ____ / 25					
VI. ASSESSMENT (Assessing Learnings)	<i>This section will serve as a culminating assessment intended to evaluate the entire unit, including both the Content Standard and the Performance Standard.</i>					
	OPTION 1: MULTIPLE CHOICE 1. Which of the following is a sign of strong emotional self-regulation? A. Acting on impulse B. Ignoring emotions C. Thinking before acting D. Avoiding all conflict 2. What role does mindfulness play in self-regulation? A. It helps you forget your emotions B. It encourages emotional suppression C. It supports awareness and control of emotions D. It teaches you to avoid challenges 3. Maria is feeling very angry after receiving a low grade on her project. She wants to yell at her teacher but instead takes a few deep breaths and asks to talk privately about how she can improve. What self-regulation strategy did Maria use? A. Avoidance B. Attack					

	<p>C. Mindful response D. Suppression</p> <p>4. During a group activity, James notices he's getting frustrated because his teammates aren't listening to his ideas. He decides to calmly express his thoughts and ask for a turn to speak. Which self-regulation quality is James demonstrating? A. Impulsiveness B. Passive behavior C. Diplomatic communication</p> <p>5. Lena often feels overwhelmed during exams. She starts practicing mindfulness and deep breathing exercises to stay calm and focused. What is Lena doing to improve her self-regulation? A. Ignoring her stress B. Practicing emotional awareness and self-soothing C. Avoiding exams D. Blaming others</p> <p>Option # 2: Multiple Choice Questions Self-Acceptance & Emotion and Environmental Factors Test. Choose the correct answer for each question.</p> <p>1. What does self-acceptance involve? A. Focusing only on your strengths B. Embracing all aspects of yourself, including emotions, strengths, weaknesses, and mistakes C. Ignoring weaknesses and mistakes D. Only making decisions based on external approval</p> <p>2. Which of the following is a key difference between self-improvement and self-acceptance? A. Self-improvement is about appreciating who you are right now, while self-acceptance is about changing yourself. B. Self-improvement is about making changes, while self-acceptance is about appreciating who you are in the present moment. C. Self-improvement means focusing on your weaknesses, while self-acceptance means focusing on your strengths.</p>	<p>Option 2: Answer Key:</p> <p>1. b - Embracing all aspects of yourself, including emotions, strengths, weaknesses, and mistakes</p> <p>2. b - Self-improvement is about making changes, while self-acceptance is about appreciating who you are in the present moment</p> <p>3. c - Feeling nervous before a basketball game</p> <p>4. b - TLook at the good scores that you had and average your quiz grade. Check if you will still be in the honor roll</p> <p>5. b - Strong emotions like anger and fear can affect how we react or make</p>
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	<p>D. There is no difference between self-improvement and self-acceptance.</p> <p>3. Which of these is an example of an emotional factor?</p> <p>A. Your home environment</p> <p>B. The presence of your friends</p> <p>C. Feeling nervous before a basketball game</p> <p>D. The noise level in your classroom</p> <p>4. Your Friend is running for honors struggling for a 2-point failure. She believes that she will no longer be in the honor roll because of this two-point failure even if she has had seven out of eight quizzes that had perfect scores. As a good friend, what would you tell her?</p> <p>A. You are doomed for life!</p> <p>B. Look at the good scores that you had and average your quiz grade. Check if you will still be in the honor roll</p> <p>C. Make an appeal to teacher for a re-test</p> <p>D. Demand teacher to change your score</p> <p>5. Which of the following best represents the impact of emotion on decision-making?</p> <p>A. Emotions have no impact on decisions.</p> <p>B. Strong emotions like anger and fear can affect how we react or make decisions, such as procrastinating or performing poorly.</p> <p>C. Emotions always help us make better decisions.</p> <p>D. Emotions only affect physical reactions, not decisions.</p> <p>6. In Jerrom's story, what did he do to handle his nervousness during the basketball game?</p> <p>A. Ignored his feelings and tried to act confidently.</p> <p>B. Accepted his emotions, took a deep breath, and focused on playing his best.</p> <p>C. Gave up after missing a few shots.</p> <p>D. Focused only on the outcome and not the process.</p> <p>7. How does the environment at school influence your behavior and decisions?</p> <p>A. It doesn't affect your behavior at all.</p> <p>B. Social dynamics and academic pressures in school can shape your reactions and decisions.</p>	<p>decisions, such as procrastinating or performing poorly</p> <p>6. b - Accepted his emotions, took a deep breath, and focused on playing his best</p> <p>7. b - Social dynamics and academic pressures in school can shape your reactions and decisions</p> <p>8. b - Support from friends and family</p> <p>9. b - Social media can influence self-esteem, opinions, and choices, often through comparison or trends</p> <p>10.b - It helps you accept others more fully and build stronger, more genuine relationships</p>
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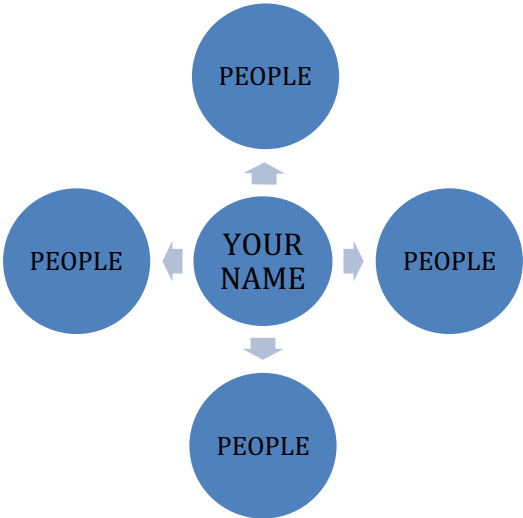
	<p>C. The school environment only influences physical actions, not thoughts.</p> <p>D. The environment at school only affects emotional well-being, not decision-making.</p> <p>8. Which of these is an example of a protective factor?</p> <p>A. Peer pressure</p> <p>B. Support from friends and family</p> <p>C. Feeling anxious about a test</p> <p>D. Negative self-talk</p> <p>9. What role does social media play in shaping one's emotions and decisions?</p> <p>A. Social media has no effect on emotions or decisions.</p> <p>B. Social media can influence self-esteem, opinions, and choices, often through comparisons or trends.</p> <p>C. Social media always improves one's sense of self.</p> <p>D. Social media only affects people's physical health.</p> <p>10. Why is self-acceptance important in building healthy relationships?</p> <p>A. It allows you to focus only on your strengths.</p> <p>B. It helps you accept others more fully and build stronger, more genuine relationships.</p> <p>C. It prevents you from making mistakes.</p> <p>D. It helps you avoid dealing with challenges or negative emotions.</p> <p>Option #3: True or False</p> <p>Directions:</p> <p>Read each statement carefully. For each statement, decide whether you agree or disagree based on your understanding of the concepts. Mark "Agree" if you believe the statement is true or applicable to you. Mark "Disagree" if you believe the statement is false or not applicable to you. After completing the test, check the answers to reflect on your understanding of self-acceptance, emotions, and environmental factors.</p> <p>1. Self-acceptance means embracing all aspects of yourself, including your mistakes and weaknesses.</p>	<p>Answer Key:</p> <p>1. True – Self-acceptance involves embracing all parts of yourself, including your weaknesses and mistakes.</p> <p>2. False – Emotions can have both positive and negative effects on decisions, depending on the situation.</p> <p>3. False – Self-acceptance is just as important as self-improvement for personal growth. Both play essential roles in our well-being.</p>
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	<ol style="list-style-type: none"> 2. Emotions always have a negative effect on our decision-making. 3. Self-improvement is more important than self-acceptance for personal growth. 4. Your environment, like your friends or family, can influence your emotions and decisions. 5. Accepting yourself as you are right now can lead to a healthier mindset and better relationships with others. 6. Social media has no effect on how we feel about ourselves or make decisions. 7. It's easier to make decisions when you are aware of your emotions and how they affect your choices. 8. Feeling nervous or anxious before an event, like a presentation, can negatively influence your performance. 9. When you accept yourself, it's easier to accept others and build better relationships. 10. Emotions, such as fear or anger, never have a positive influence on decision-making. 	<ol style="list-style-type: none"> 4. True – Our environment can significantly influence how we feel and make decisions, whether it's family, peers, or social media. 5. True – Self-acceptance is linked to a healthier mindset, leading to better relationships with others. 6. False – Social media can have a significant impact on our emotions, self-esteem, and decision-making, often influencing our thoughts and behaviors. 7. True – Being aware of your emotions helps you make more thoughtful and informed decisions. 8. True – Feeling nervous can impair decision-making or performance, but awareness and self-acceptance can help manage those emotions. 9. True – When you accept yourself, you are more likely to accept others and build genuine connections. 10. False – Some emotions, like fear or anger, can motivate action and lead to positive decision-making if managed appropriately.
VII. REFLECTION <i>(Feedback and Continuous Improvement)</i>	<p><i>This section presents the key highlights and challenges encountered by both teachers and learners during the teaching-learning process throughout the unit. It also includes the adjustments made by the teacher to improve instruction.</i></p> <p>Option #1: Glow and Grow Feedback</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Explain the Terms: <ul style="list-style-type: none"> ● Glow = Something that the person did well ● Grow = Something they can improve next time 2. Distribute “Glow & Grow” Slips or draw two columns on a piece of paper: <ul style="list-style-type: none"> ● Left column: ✨ Glow: What I liked or admired... 	

	<ul style="list-style-type: none"> • Right column:  Grow: A helpful suggestion or area to improve... <p>3. Peer Feedback: After a project, drawing, presentation, or group activity, students exchange feedback using the format. They can give feedback to a partner or small group.</p> <p>Option #2: Student - Teacher Feedback Form Date: _____ Subject/Topic: _____ Teacher: _____ What did you enjoy most in today's lesson? Was the lesson easy to understand? ☐ Yes ☐ Somewhat ☐ No What part of the lesson was unclear or difficult? Do you feel comfortable asking questions in class? ☐ Yes ☐ Sometimes ☐ No Any suggestions to make the lesson better? Thank you for your feedback!</p>
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used (Gemini AI, ChatGPT, and GoogleLM) in order to create student activities. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</p>

Content/Topic	Understanding the Nature and Dynamics of Social Relationships	Lesson Exemplar	6
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I. OBJECTIVES	
A. Content Standard	<i>The learner demonstrates an understanding of the value of interpersonal effectiveness in achieving social competence.</i>
B. Performance Standard	<i>The learner engages in collaborative work that showcases interpersonal effectiveness.</i>
C. Learning Competencies	<i>The learners articulate the importance of having healthy relationships.</i>
II. REFERENCES and MATERIALS <i>(Selecting Resources and Material)</i>	<ul style="list-style-type: none"> • Dune, Gerry. <i>Anger and Conflict Management Leader's Guide</i>. Personhood Press, 2003. • Benoit, Shendah N. <i>Cultivating Flourishing Practices and Environments by Embracing Positive Education</i>. Hershey, PA: IGI Global Scientific Publishing, 2025. • Lee, David S., Oscar Ybarra, Richard Gonzalez, and Phoebe Ellsworth. "I-Through-We: How Supportive Social Relationships Facilitate Personal Growth." <i>(Complete journal information needed: journal title, volume, issue, year, and page numbers.)</i> • PERMAH Practice: <i>Building Positive Habits through the Philippine Values Education Curriculum</i>. <i>(Additional publication information needed: author, year, publisher, or journal details.)</i> • "The Impact of Positive Relationships on Mental Health and Well-Being." <i>Child Focus</i>. Accessed June 16, 2026. https://www.child-focus.org/news/the-impact-of-positive-relationships-on-mental-health-and-well-being. • "Signs of a Healthy Relationship." <i>Cleveland Clinic Health Essentials</i>. Accessed June 16, 2026. https://health.clevelandclinic.org/signs-of-a-healthy-relationship
III. CONTENT <i>(Sequencing Content)</i>	<i>Understanding the Nature and Dynamics of Social Relationships</i> <ul style="list-style-type: none"> • Social Influence, Social Perception, Social Interaction • Cooperation, Accommodation, Competition, Conflict • Intergenerational and Inter-group Relationships
IV. OBJECTIVES <i>(Setting Clear Objectives and Analyzing the Tasks)</i>	<i>After the session, learners should be able to:</i> <ol style="list-style-type: none"> 1. Identify the social influence, social perception and social interaction 2. Explain how cooperation, accommodation, competition, and conflict shape the nature of human connection. 3. Illustrate the intergenerational and inter-group relationships.

V. PROCEDURES	ANNOTATIONS
<p data-bbox="159 774 450 842">A. Activating Prior Knowledge</p>	<div data-bbox="488 188 1393 1412"> <p data-bbox="488 188 963 220">1. Activating Prior Knowledge</p> <p data-bbox="488 244 1368 276">OPTION 1: My World, My People: A Personal Concept Map</p> <ol data-bbox="488 300 1393 467" style="list-style-type: none"> 1. Create a concept map to illustrate the significant people in your life. You may modify the style of your map. 2. Write your name in the center circle. In the surrounding circles, write the names of people who are important to you. Feel free to add more circles if needed. <div data-bbox="680 531 1200 1051">  </div> <p data-bbox="488 1082 804 1114">Processing Questions:</p> <ol data-bbox="488 1137 1393 1412" style="list-style-type: none"> 1. Looking at your completed map, what is one specific thing you appreciate about the person closest to your center circle? 2. How do the different people on your map support you in different ways (e.g., who makes you laugh, who listens to your problems, who inspires you)? 3. If you were to show this map to the people on it, how do you feel knowing they are part of your inner circle? </div>

OPTION 2 Analyzing Relationship Dynamics Through Imagery



The teacher will have the students consider the important profile in their lives and how they shaped their personalities and describe the pictures or reflect on the scenarios.





Processing Questions:

1. What can you say about the groups in the pictures?
2. Describe how they communicate with each other. Would you like to work with them? Why?
3. How would this group be like five years from now if they maintained their communication style?

OPTION 3 Activity: Relationship Reflections

Divide the class into small groups. Ask each group to analyze and discuss the given scenarios. Guide the students to share their thoughts, identify the issues presented, and explain how the scenarios relate to the lesson. After the discussion, each group will present a summary of their insights to the class.

- **Building Connection:** Describe an experience where you formed a new significant relationship (friendship, romantic, professional). What factors contributed to its development?

- Navigating Conflict: Share an experience where you faced a disagreement or conflict in a relationship. How did you handle it, and what was the outcome?
- Experiencing Support: Describe a time when you feel truly supported by someone in a relationship. What made their support meaningful?
- Understanding Boundaries: Share an experience where you learned about the importance of personal boundaries in a relationship (either setting your own or respecting someone else's).
- The Role of Effective Communication: Share an experience where effective (or ineffective) communication significantly impacts a relationship.

Let one student summarize the group's response.

OPTION 4 Activity Title: "Whispers & Mirrors"

Objective: To explore how social influence and perception affect how we interact with others.

Directions:

1. Divide the class into groups of 6–8.
2. In each group, assign one "influencer" whose job is to subtly lead the group into making decisions (e.g., choosing a leader, planning a task) without revealing their role.
3. Give the group a small task (e.g., planning a class party or organizing an outreach activity).
4. Observe how the influencer guides the discussion and how group members respond.
5. After 10–15 minutes, debrief as a whole class.

Processing Questions:

- How did you decide who to follow or listen to?
- Did someone influence your decision-making? How?
- How do our perceptions of others affect how we treat them?

- What can we learn about ourselves from how we interact in groups?

2. Establishing the Purpose of the Lesson

Under this part, the learners will know the learning goals, relevance, and real-life applications of the lesson. It sets expectations and provides motivation by answering the question: “Why are we learning this?”

OPTION 1 Activity: Role Reversal

1. Work in groups.
2. Identify a conflict scenario at home or in school. Example: Child talking back to parents because of gadget use. The teacher is upset at a student cutting class.
3. Roleplay the situation.
4. Afterward, role-play the same situation but reverse roles.

Processing Questions

1. What is the source of conflict?
2. How did the conflict affect the relationship?
3. How does it feel to be the source of a conflict?
4. How does it feel to be affected by conflict?
5. How can this conflict be resolved?

OPTION 2 Class Cooperation Recipe Making

If class cooperation were a recipe, what would this be? Write down the recipe and the process of making it.

Processing Questions:

1. What are the main ingredients for class cooperation?
2. What processes are needed for class cooperation?
3. How can you apply these processes to maintain class cooperation?

	<p>OPTION 3 Activity Title: "Tower Challenge"</p> <p>Objective: To experience and reflect on cooperation, competition, and conflict resolution.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide the class into groups of four to five students. 2. Provide each group with the same materials (e.g., 20 spaghetti sticks, tape, string, and a marshmallow). 3. Goal: Build the tallest freestanding tower that can hold the marshmallow on top. 4. After the first round, announce that materials are limited and they must negotiate or compete with other teams for shared resources. 5. Observe whether groups cooperate, compete, or resolve conflicts. <p>Processing Questions:</p> <ul style="list-style-type: none"> • What strategy did your group use to succeed in the task? • Was it easier to work together or compete? Why? • How did you handle conflict or disagreement? • What does this say about how people behave in real-life group situations? <p>OPTION 4 Activity: "Relay of Roles"</p> <p>Objective: To experience different social dynamics (cooperation, competition, conflict resolution) through a physical relay game.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide the class into 3 teams. 2. Set up a simple relay course with challenges (e.g., passing a ball, solving a physical puzzle, group jumps). 3. Assign each team a different mode of interaction for each round: <ul style="list-style-type: none"> • Round 1 – Competition: Only one team can win. 	<p>From the work we have completed, we compare personal experiences that shows understanding of the nature and dynamics of social relationship and the teacher will create another activity focused on comparing personal experiences to deepen understanding of social relationship dynamics, offering a slightly different approach from the "Shared Stories".</p>
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	<ul style="list-style-type: none"> ● Round 2 – Conflict: Two teams must share the same lane or equipment. ● Round 3 – Cooperation: All teams must finish the course together by merging members and supporting each other. <p>4. Debrief after each round.</p> <p>Processing Questions:</p> <ul style="list-style-type: none"> ● Which round felt the most challenging? Why? ● How did your team handle conflict or shared space? ● What strategies helped your team work together better? ● What real-life situations require competition, cooperation, or compromise? 	
B. Instituting New Knowledge	<p>1. Presenting Examples</p> <p><i>Now, let's do something more dynamic to demonstrate the nature of social relationships.</i></p> <p><i>Explain the following terms before doing the activity:</i></p> <p>1. Social Influence</p> <p>Social influence is the process by which individuals change their thoughts, feelings, or behaviors because of interaction with others.</p> <p>Examples: Peer pressure, advertising, conformity, obedience to authority.</p> <p>2. Social Perception</p> <p>The process of interpreting and understanding the behavior, emotions, and intentions of other people.</p> <p>Examples: Judging someone's mood from facial expressions; forming impressions based on someone's appearance or actions.</p> <p>3. Social Interaction</p>	<p><i>The teacher will explain the different terms before doing the activities</i></p>

	<p>The dynamic process by which people act and react to those around them is important. It includes verbal and non-verbal communication and forms the basis of relationships.</p> <p>Examples: Conversations, helping others, playing games, or participating in group activities.</p> <p>4. Cooperation</p> <p>A form of social interaction where individuals or groups work together toward a common goal.</p> <p>Examples: Students working on a group project; athletes working together to win a game.</p> <p>5. Accommodation</p> <p>A social process in which individuals or groups adjust or compromise to resolve conflict or differences peacefully.</p> <p>Examples: A teacher adjusts rules to accommodate a student with a disability; two classmates agreeing to take turns using shared resources.</p> <p>6. Competition</p> <p>A social interaction where individuals or groups strive against one another to achieve a goal that cannot be shared.</p> <p>Examples: Competing for the top-class rank; businesses competing for customers.</p> <p>7. Conflict</p> <p>A form of social interaction where individuals or groups oppose each other due to incompatible goals, interests, or values.</p> <p>Examples: Arguments between friends; strikes or protests over unfair treatment.</p>	
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	<p>8. Intergenerational Relationships</p> <p>Relationships between individuals of different generations, such as between children and grandparents, or teens and older adults.</p> <p>9. Intergroup Relationships</p> <p>Definition:</p> <p>Interactions and relationships between different social, ethnic, religious, or cultural groups.</p> <p>Examples: Collaborations between schools from different communities; friendships across racial or religious lines.</p> <p>Discussing New Concept</p> <p>OPTION 1: One Word, One Sentence Storytelling</p> <p>Form a big circle. Let the class tell a story about good relationships in a group such as the class or the family. Each member will contribute one word or one story that will be told orally. Remember that the end goal is to produce a coherent story.</p> <p>Processing Questions</p> <ol style="list-style-type: none"> 1. How did you feel about the activity? 2. How did each member of the class contribute to making a coherent story? 3. How did the story turn out? What factors contributed to the final output? <p>OPTION 2. Harmony Poster Collaboration</p> <p>Create a class poster that reflects good relationships. Identify the elements to be included in the poster. Carefully plan the poster parts. Afterwards, create a poster.</p>	<p>To discuss this lesson, an inquiry-based learning strategy could be applied. Begin the lesson by completing the following activity.</p>
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	<p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What is the poster about? 2. How did you create the poster? 3. What did the class do to make the poster well-drawn? <p>OPTION 3 Common Ground</p> <p>Divide the class into groups. First, have each group identify things the members have in common (such as hobbies, interests, or favorite movie personalities). Then, have them identify the ways they are different.</p> <p>Processing Questions</p> <ol style="list-style-type: none"> 1. How are the members the same? 2. How are they different? 3. Everyone has traits or likes that are the same as the other person. There are also individual differences. How can you work in collaboration despite your differences? <p>Developing Mastery</p> <p>OPTION 1 Activity: Scenario Analysis</p> <p>Situation: Jessica and Philip have been dating for a few months. Philip has been acting irritable lately whenever Jessica hangs out with their buddies. When Jessica is out, Philip frequently phones or contacts them, making them feel bad about not being home.</p> <ol style="list-style-type: none"> 1. Why is Philip irritable? 2. What thoughts does Philip have on his mind when he feels irritable? 3. Has Philip checked the facts before he felt irritable? 4. If you were Philip's friend, what advice would you give him? <p>OPTION 2 Activity: Bridge Making</p> <ol style="list-style-type: none"> 1. Divide the class into groups 	
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	<ol style="list-style-type: none"> Let them create a bridge out of scratch paper and one foot of tape. After constructing the bridge, the teacher will use a fan to attempt to make the bridge collapse. Two attempts will be made. The group that has the bridge standing wins. <p>Processing Questions:</p> <ol style="list-style-type: none"> How did ____ group win? If you could build your bridge again, what part would you make stronger to keep it from falling? What elements did the group display to win? <p>OPTION 3. Appreciation Circle</p> <p>Form a big circle.</p> <p>Let the class appreciate each other. Start with one class member complimenting the person on his/her side. Let the compliments continue (Sample Compliment: You are a good person. I am thankful for your life. You have been so kind to me.)</p> <p>Processing Questions</p> <ol style="list-style-type: none"> How does it feel to give compliments to other people? How does it feel to receive compliments? How can this practice continue in class? 	
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p><i>In this stage learners apply what they have learned to real-li</i></p> <p>Good morning/afternoon everyone. Today, we will explore a very essential and very intimate subject: comprehending the dynamics of our relationships. Now that we have examined the traits that distinguish healthy from unhealthy relationships, we will turn our attention inside to fully internalize these ideas.</p>	

	<p>OPTION 1: Plaque of Appreciation</p> <p>Make a plaque of appreciation out of recycled materials to a person or group of persons who are significant in your life. Carefully craft the words that you will place on the plaque. Present this plaque.</p> <ol style="list-style-type: none"> 1. How does it feel to create a plaque of appreciation? 2. How are the words in the plaque significant to you? 3. Why did you give this plaque of appreciation? 4. Why is it important to value significant people in our lives? <p>OPTION 2: Class Cooperation Covenant</p> <p>Create a covenant for the class that is anchored in cooperation. Explain what each member agrees to do to achieve this covenant. Remember that each delete member must agree with the covenant. Afterwards, let everyone sign the covenant.</p> <p>OPTION 3 Activity: “Empathy Stations: Movement in Their Shoes”</p> <p>Objective: To promote empathy and understanding across generations and groups by simulating movement limitations or differences.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Set up 4–5 stations where students do basic movements—but with a twist to simulate different group experiences: <ul style="list-style-type: none"> • Station 1: Elderly Movement (slow walk with imaginary joint pain) • Station 2: Young Child’s Pace (high energy but clumsy balance) • Station 3: Blindfold Walk (partnered, with one guiding the other) • Station 4: Cultural Barrier (movement tasks done while interpreting made-up gestures or signs) 	
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	<ul style="list-style-type: none"> ● Station 5: Physical Limitation (one arm tied, or hopping on one foot) <p>2. Reflect after each station with quick journaling or group discussion.</p> <p>Processing Questions:</p> <ul style="list-style-type: none"> ● How did it feel to move like someone from another group? ● What challenges did you experience that surprised you? ● How can this help us build more inclusive and respectful relationships in real life? ● What can we do to support those who experience real barriers like these? <p>2. Making Generalization</p> <p>Through the various tasks you have completed, let us reflect on your personal experiences that show characteristics of healthy and unhealthy relationships. Answer the activity below.</p> <p>OPTION 1 Reflection</p> <p>Examine how you relate to your grandparents or parents. What are the points that you need to improve? If you switch roles with your parents, will you be happy with how your child communicates?</p> <p>Option 2. A Letter of Reconciliation</p> <p>Identify a moment when you have caused pain to a friend or a relative. Examine the situation. Think of how this situation could become better. Afterwards, write a letter to that person apologizing for your actions.</p> <p>Intergenerational and Intergroup Relationships</p> <p>OPTION 3: "Walk in Their Shoes" (Role Play + Dialogue)</p>	<p>These checks understanding of the key traits discussed and encourages students to reflect on what makes a relationship.</p>
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	<p>Objective: To build empathy and understanding for people from different age groups or social groups.</p> <ol style="list-style-type: none"> 1. Assign students different roles (e.g., a teenager, an elderly grandparent, a child, an immigrant, a person with disability). 2. Provide each group for a scenario (e.g., attending a community meeting, lining up for government aid, sharing public transport). 3. Have them role-play the scenario while staying in character. 4. After role-playing, each student reflects and shares their experience. <p>Processing Questions:</p> <ul style="list-style-type: none"> • What did you feel while acting in someone else's role? • Did you gain a new perspective on the challenges faced by others? • Why is it important to understand people from different generations or social groups? • How can we promote mutual respect and inclusion? <p>3. Evaluating Learning</p> <p>In this step, the learners are assessed to determine the level of their understanding and skill acquisition. This may include written activities, performance tasks, or other check-in activities. This must be aligned to unit summative assessment.</p> <p>OPTION 1: Self-Assessment and Development Plan</p> <p>Identify 2-3 interpersonal skills you believe are your strengths and provide specific examples of how you have demonstrated these strengths. Also, identify 2-3 interpersonal skills you would like to develop further and explain why you believe these areas need improvement for your social competence.</p> <p>OPTION 2: Simple Data Interpretation (The "Survey & Graph" Task)</p>	<p>This helps assess their self-awareness regarding their role in building healthy relationships and identifies areas for growth</p>
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- **The Task:** Students gather quick poll data from their peers or are provided with a small, pre-made dataset (e.g., “Out of 30 students surveyed, 15 preferred Project A, 10 preferred Project B, and 5 preferred Project C”).
- **Numeracy Application:** Students must convert these numbers into fractions or percentages (e.g., 50%, 33.3%, 16.7%) and interpret what the majority baseline means for their next steps.

OPTION 3: Cross-Cutting Reflection Prompts

You can use these in a journal or group discussion format after all three activities:

- What did I learn about myself and others today?
- How do social relationships affect the way I think and behave?
- What can I do to build healthier, more respectful relationships in my family, school, and community?

OPTION 4: Summative Test: Understanding Healthy and Unhealthy Relationships

Directions: Please read each question carefully and answer the best of your ability. This test assesses your understanding of the characteristics, dynamics, and impact of healthy and unhealthy relationships.

Part 1: Multiple Choice

1. Which of the following is a cornerstone of a healthy relationship?
 - a) Constant agreement and avoidance of conflict.
 - b) Complete dependence on the other person for happiness.
 - c) Mutual respect for each other's individuality and boundaries.
 - d) One partner always prioritizes the other's needs over their own.
2. A key indicator of unhealthy communication in a relationship is:
 - a) Expressing disagreements calmly and finding compromises.
 - b) Actively listening to understand the other person's perspective.

- c) Using insults, name-calling, or threats during disagreements.
 - d) Clearly stating one's needs and feelings using "I" statements.
3. Trust in a healthy relationship is best described as:
- a) Blindly believing everything your partner says without question.
 - b) Having confidence in your partner's honesty, reliability, and good intentions.
 - c) Monitoring constantly, your partner's activities to ensure faithfulness.
 - d) Expecting your partner to always share every single thought and feeling.
4. Which of the following behaviors is a significant red flag for an unhealthy relationship?
- a) Expressing the need for personal space and time alone.
 - b) Seeking support and advice from trusted friends or family.
 - c) Attempting to control who the other person spends time with or what they do.
 - d) Openly discussing concerns and working together to find solutions.
5. Empathy in a relationship involves:
- a) Always agreeing with your partner's feelings, even if you don't understand them.
 - b) Understanding and sharing the feelings of another person.
 - c) Telling your partner how they should feel in each situation.
 - d) Ignoring your own feelings to prioritize your partner's emotions.

Part 2: True or False (Write TRUE if the statement is true and FALSE if the statement is false - 1 point each)

- _____ 1. In a healthy relationship, it's normal and acceptable for individuals to have different opinions and perspectives.
- _____ 2. If your partner frequently checks your phone, email, or social media without your permission, it demonstrates a high level of trust.
- _____ 3. Feeling safe, respected, and valued for who you are is a fundamental aspect of a healthy relationship.
- _____ 4. Isolation from friends and family is often a tactic used in unhealthy relationships to increase control.

	<p>_____5. Compromise in a relationship means that one person always gives in to the other's desires.</p> <p>Answer Key (for instructor use):</p> <p>Part 1: Multiple Choice</p> <ol style="list-style-type: none"> 1. C 2. C 3. B 4. C 5. B <p>Part 2: True or False</p> <ol style="list-style-type: none"> 1. TRUE 2. FALSE 3. TRUE 4. TRUE 5. FALSE 	
VI. ASSESSMENT <i>(Assessing Learnings)</i>	<p>The teacher will use a portfolio assessment where students will compile their completed tasks as proof of their understanding of the subject and the skills they have developed.</p> <p>Complete the following sentences:</p> <p>Groups work well when_____.</p> <p>When I communicate with people who are older than me, I will _____</p> <p>To contribute to class harmony, I will _____.</p>	
VII. REFLECTION <i>(Feedback and Continuous Improvement)</i>	<p>In this section, teachers are encouraged to record important observations during the teaching and learning process, such as learners' behavior, participation, engagement, and performance assessment.</p> <p>Teachers should reflect on which strategies worked well, which parts of the lesson learners found difficult, and what adjustments should be made to address those difficulties. They should also note potential improvements for future lessons. These reflections help identify best practices and areas for improvement in instruction.</p>	
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used Gemini AI in order to recreate diagrams, check grammar for corrections and rubrics. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</p>	

Content/Topic	Building Healthy Relationships Through Effective Conflict Management, Negotiation, and Mediation	Lesson Exemplar	7
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I. OBJECTIVES			
A. Content Standard	The learners demonstrate understanding the value of interpersonal effectiveness in achieving social competence		
B. Performance Standard	The learners engage in collaborative work that showcases interpersonal effectiveness		
C. Learning Competencies	The learners articulate the importance of having healthy relationships		
II. REFERENCES and MATERIALS (Selecting Resources and Material)	<p>Benoit, Shendah N. <i>Cultivating Flourishing Practices and Environments by Embracing Positive Education</i>. North British Columbia, Canada: IGI Global Scientific Publishing, 2025.</p> <p>Clipart Library. "Conflict Resolution Worksheet for Adults." Accessed June 4, 2025. https://worksheets.clipart-library.com/worksheet/conflict-resolution-worksheet-for-adults-20.html.</p> <p>Department of Education (DepEd). <i>Life Skills Curriculum Guide: Quarter 2 – Life Skills toward Social Competence</i>. Bureau of Learning Delivery. Pasig City: Department of Education, 2025.</p> <p>Dune, Gerry. <i>Anger and Conflict Management Leader's Guide</i>. Santa Rosa, CA: Personhood Press, 2003.</p> <p>Gomez, M. A. "PERMAH Practice: Building Positive Habits through the Philippine Values Education Curriculum." IGI Global Scientific Publishing, 2025.</p> <p>Herrity, Jennifer. "5 Conflict Resolution Strategies: Steps, Benefits and Tips." <i>Indeed Career Guide</i>, May 30, 2025. https://www.indeed.com/career-advice/career-development/conflict-resolution-strategies.</p> <p>Kresic, Mladen. "Overcoming Six Common Negotiation Challenges." <i>Negotiation Insights</i>, November 16, 2024. https://blog.negotiators.com/negotiation-strategy/overcoming-six-common-negotiation-challenges/.</p> <p>Lee, David S., Oscar Ybarra, Richard Gonzalez, and Phoebe Ellsworth. "I Through We: How Supportive Social Relationships Facilitate Personal Growth." n.d.</p> <p>Morin, Amy. "11 Anger Management Strategies to Help You Calm Down." <i>Verywell Mind</i>, November 2, 2023. https://www.verywellmind.com/anger-management-strategies-4178870.</p> <p>Ratson, Moshe. "Managing Conflict Resolution Effectively." <i>Psychology Today</i>, January 11, 2024. https://www.psychologytoday.com/us/blog/the-wisdom-of-anger/202401/managing-conflict-resolution-effectively.</p> <p>Salama, Farah Yasser. "Thomas Kilmann Conflict Model and the Two Painters." <i>Making Business Matter</i>, August 23, 2024. https://www.makingbusinessmatter.co.uk/thomas-kilmann-conflict-model/.</p> <p>We Think Twice. "Conflict Resolution 101." U.S. Department of Health & Human Services. Accessed June 4, 2025. https://www.wethinktwice.acf.hhs.gov/conflict-resolution-101.</p> <p>YouTube. "Conflict Resolution Strategies – How to Handle Conflict at Work." YouTube video, uploaded by Project Better Self, March 15, 2023. https://www.youtube.com/watch?v=ljNP2pJd6G8.</p>		

III. CONTENT <i>(Sequencing Content)</i>	Building Healthy Relationships Through Effective Conflict Management, Negotiation, and Mediation	
IV. OBJECTIVES <i>(Setting Clear Objectives and Analyzing the Tasks)</i>	At the end of the session, learners should be able to: a. Identify common causes of conflict in personal, school, family, and community relationships; b. Demonstrate appropriate conflict management strategies in resolving interpersonal issues in structured scenarios; and c. Develop a structured plan for managing interpersonal conflict using negotiation and mediation strategies.	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	<p>1. Activating Prior Knowledge</p> <p>OPTION 1 “Healthy Relationships through Mindful Movement” (5-7 minutes)</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Begin with a simple mindful breathing exercise while standing or sitting. 2. Transition into gentle stretches (neck rolls, shoulder circles, reaching up, and grounding down). 3. Lead students in a slow mindful walk around the classroom, encouraging them to notice: <ul style="list-style-type: none"> ○ Their breath ○ Their steps ○ How they feel in their bodies ○ Their awareness of others in the room <p>For Teacher</p> <p>“As you walk slowly and mindfully, notice those around you. Can you stay aware of your own experience while being respectful and present with others?”</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What did you notice about your body or breath while moving slowly and mindfully? 	<p><i>Note: The objective of this activity is to help students cultivate awareness of how they connect with others and develop the values of empathy, respect, and presence in their relationships.</i></p>

	<p>2. How did it feel to move with awareness while being around others?</p> <p>OPTION 2 “SOLVE THIS CONFLICT”</p> <ul style="list-style-type: none"> • The teacher will show a picture related to conflict (e.g., two people in disagreement, a group working together, or a peaceful resolution). • Students will be asked to look at the image and write down their responses to the following questions: <ul style="list-style-type: none"> a. What is happening in the image? b. How do the people in the picture seem to feel? c. What do you think could help resolve the situation? • After 3–5 minutes of group discussion, the teacher will invite a representative from each group to share their responses with the class. Each representative will be given 1–2 minutes to present their group's ideas, including: (1) the conflict identified in the scenario, (2) the emotions involved, and (3) at least one appropriate conflict resolution strategy. As an output, each group will prepare a summary statement or list of key points on a manila paper, chart paper, or digital slide that will be presented and submitted for class reflection and discussion. <p>Alternatively, for individual sharing</p> <p>After 3–5 minutes of reflection, the teacher will call 4–6 volunteers to share their insights. Each learner will have up to 1 minute to describe the conflict situation, the emotions that may arise, and a possible solution. As an output, learners will write a short reflection (3–5 sentences) explaining how emotional regulation can contribute to resolving conflicts and maintaining healthy relationships.</p> <p>Sample photos:</p>	<p><i>Note: This activity encourages students to reflect conflict resolution and emotional well-being through visual analysis, connecting these ideas to the theme of healthy relationships. You can get photos available on the internet for this activity</i></p> <p><i>Note: Both activities are designed to get students thinking about their past experiences and how well-being influences conflict resolution.</i></p>
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OPTION 3: A Disagreement Solved

Think of a time when you had a disagreement with a friend. Try to remember this as vividly as possible.

For learners who are shy or uncomfortable sharing personal conflict experiences, provide a private reflection sheet or journal activity titled **“A Disagreement Solved.”** Students may write about a conflict they experienced, observed, or imagined and answer the reflection questions individually. Assure learners that their responses will remain confidential and will only be reviewed by the teacher if they choose to submit them. Learners may also use fictional scenarios instead of personal experiences to demonstrate their understanding of conflict resolution strategies

Answer these questions:

1. Why did you have a disagreement?
2. What were the problems?
3. What did you feel during the conflict? How did your friend feel during the conflict?
4. How did you solve the problem?
5. What did you feel when the problem was solved?



Processing Question:

1. What emotions do you think are influencing the people involved in the conflict?
2. What steps could the people in the scenario (or image) take to improve the situation?
3. What would be the outcome if the conflict were handled differently?

2. Establishing the Purpose of the Lesson

The purpose of today's lesson is to help you understand how conflicts arise and explore effective strategies for resolving them. Through our previous activity, you'll reflect on real-life situations, consider the emotions involved, and discuss practical approaches to conflict resolution. These activities will help you develop the skills needed to manage disagreements in a healthy and productive way, while also considering your own well-being and the well-being of others.

As we learn to recognize and manage our emotions during challenging situations, we become better equipped to communicate respectfully, make thoughtful decisions, and resolve conflicts constructively. Emotional regulation and conflict resolution are essential skills that strengthen trust, empathy, cooperation, and mutual respect—key foundations of building and maintaining healthy relationships in school, at home, and within the community.

Mental Well-being in Conflict and Collaboration

In today's interconnected learning environments, students and educators frequently encounter situations that require both collaboration and conflict resolution. These interactions, while sometimes challenging, are essential for developing emotional intelligence, resilience, and a supportive classroom culture.

	<p>Understanding Conflict and Its Impact on Mental Well-being</p> <p>Conflict is a natural part of human interaction, especially in diverse educational settings. It often arises from differences in perspectives, values, or goals. While conflict can be stressful, it also presents opportunities for growth when managed constructively. According to Melamed and Reiman (n.d.), conflict often stems from differing perceptions rather than objective truths. Recognizing this helps educators and students approach disagreements with empathy and openness.</p> <p>Unresolved conflicts can negatively affect mental well-being. It may lead to anxiety, stress, and a breakdown in communication. Teachers and students alike may experience emotional exhaustion, which can impair learning and teaching effectiveness.</p> <p>The Role of Collaboration in Promoting Mental Well-being</p> <p>Collaboration, on the other hand, fosters a sense of belonging to a shared purpose. When students work together toward common goals, they build trust, improve communication skills, and develop emotional resilience. Collaborative environments encourage mutual respect and reduce the likelihood of harmful conflict.</p> <p>Now, let's understand how your emotions or well-being impact the outcome of the conflict or collaboration you experienced?</p> <p>OPTION 1 “CONFLICT VS COLLABORATION”</p> <ul style="list-style-type: none"> • The teacher will ask students to quickly list one situation where they had a conflict with someone and one where they worked well with others in a group. • Afterward, the teacher will ask a few students to share their examples. 	<p><i>Note: This activity helps students reflect on their personal experiences with conflict and collaboration, setting the stage for exploring how managing emotions and well-being can influence these situations.</i></p>
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	<ul style="list-style-type: none"> • The teacher will guide the discussion to highlight how well-being affects both conflict and teamwork. <p>Processing Questions:</p> <ul style="list-style-type: none"> • How did your emotions or well-being impact the outcome of the conflict or collaboration you experienced? • What strategies or actions helped turn a challenging situation into a successful collaboration, and how can those be applied to resolving conflicts? <p>OPTION 2 “WHAT DOES A HEALTHY RELATIONSHIP LOOK LIKE?”</p> <p>The teacher will show two short scenarios: one where two people are in a conflict, and one where two people are collaborating successfully.</p> <ul style="list-style-type: none"> • Students will discuss in pairs and distinguish which scenario looks healthier and why, focusing on the emotions, actions, and outcomes in each. • After 5 minutes, the teacher will invite a few pairs to share their ideas with the class. <p>Sample scenario:</p> <p><i>Scenario 1: Conflict</i></p> <p>Situation:</p> <p>Two friends, Alex and Jordan, are working on a school project together. They disagree on how to approach the topic. Alex feels that the project should focus on one aspect, while Jordan insists on covering a broader scope. During the discussion, they both raise their voices, interrupt each other, and seem frustrated. Neither is willing to compromise, and the tension continues to grow.</p>	
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	<p>The project isn't progressing, and they both leave feeling upset.</p> <p><i>Scenario 2: Collaboration</i></p> <p>Situation:</p> <p>Emily and Sam are working on a group project together. They discuss their ideas respectfully and listen to each other's opinions. Emily suggests focusing on a specific aspect, and Sam agrees but suggests adding a different perspective. They work together to combine their ideas, assigning tasks to each other based on strengths. They check in with each other regularly and finish the project on time, feeling satisfied and proud of their work.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. Which scenario shows better communication and why? 2. How do emotions and actions in each scenario affect the outcome? 	
B. Instituting New Knowledge	<p>Now, to help us understand conflict resolution, negotiation, and mediation styles, let's start by looking at a real-life example.</p> <p>What Makes a Conflict?</p> <p>Conflict is a natural and inevitable part of human interaction, especially in dynamic environments like schools. Understanding what causes a conflict is essential for fostering a healthy learning atmosphere and promoting mental well-being among students and staff.</p> <p>A conflict arises when two or more individuals perceive that their goals, values, or needs are incompatible. It is not necessarily rather; it is a signal that something needs attention or change. In educational settings, conflicts can occur between students, between teachers, or between students and teachers.</p>	

These may stem from misunderstandings, competition, unmet expectations, or differences in communication styles.

According to Edutopia, conflict in schools often emerges from complex interpersonal dynamics and systemic issues. Avoiding conflict can lead to deeper problems, such as stress, disengagement, and a toxic school climate 1. Instead, recognizing the root causes of conflict allows educators to address issues constructively.

Sources of Conflict in the Classroom

- Differing Perspectives: Students and teachers come from diverse backgrounds, which can lead to different interpretations of behavior or expectations.
- Unmet Needs: When students feel unheard or unsupported, frustration can manifest as conflict.
 - Power Dynamics: Conflicts may arise when students feel a lack of autonomy or when authority is perceived as unfair.
- Communication Breakdowns: Misunderstandings due to unclear instructions or emotional responses can escalate tensions.

1. Presenting Examples

Steps for Conflict Negotiation

Conflict negotiation is a vital skill in both academic and real-world settings. It involves guiding individuals or groups toward a peaceful resolution when disagreements arise. In the classroom, teaching students how to negotiate conflict not only improves relationships but also supports their emotional development and mental well-being.

According to the National Association for the Education of Young Children (NAEYC), an effective three-step approach to conflict negotiation includes:

	<p>State the Behavior and Identify the Emotions</p> <p>Begin by calmly describing what happened and helping students recognize their emotions. For example, “You both wanted the same toy, and now you’re feeling upset.”</p> <p>Clarify the Problem</p> <p>Encourage students to express their perspectives. Ask open ended questions like, “What happened?” or “How did that make you feel?” This helps them understand the roots of the conflict.</p> <p>Guide Toward a Solution</p> <p>Support students in brainstorming fair solutions. Offer prompts such as, “What can we do so everyone feels okay?” or “Can we take turns?”</p> <p>This structured approach helps students develop self-regulation, empathy, and communication skills—key components of successful conflict resolution</p> <p>OPTION 1 "Role-Play Conflict Resolution"</p> <ul style="list-style-type: none"> • The teacher will give students a short real-life conflict scenario (e.g., two friends disagreeing on a group project or two coworkers arguing over a deadline). • In pairs, students will role-play the scenario using different conflict resolution styles (e.g., avoiding, accommodating, compromising, competing, and collaborating). • Afterward, the teacher will ask students to discuss which style worked best for the situation. <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Which conflict resolution style helped resolve the situation most effectively and why? 2. How did the emotions of the people involved influence the outcome of the conflict? 	
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OPTION 2 "Negotiation Challenge"

- The teacher will present a scenario where two students need to negotiate (e.g., agreeing on how to divide responsibilities in a group project).
- The students will have 5 minutes to negotiate a fair solution, focusing on using negotiation strategies such as compromise and finding common ground.
- Afterward, the teacher will ask each pair to share their approach and discuss what made their negotiation successful or challenging.

Guide Questions:

1. What negotiation strategies helped you reach an agreement?
2. What made the negotiation process challenging, and how did you overcome those challenges?

OPTION 1: "TEACHER-LED DISCUSSION"

• The teacher will present information about concepts based on materials from "The Simple Steps to Resolve Conflict" which are a general compilation of conflict resolution strategies commonly found in various self-help and communication resources. The specific structure and wording—such as "Pause and Stay Calm," "Listen to Understand," "Express Yourself Honestly and Respectfully," "Find Common Ground," and "Agree and Move Forward"—are widely recognized principles in conflict resolution literature.

Simple Steps to Resolve Conflict

1. Pause and Stay Calm
 - Take a deep breath before reacting.
 - Walk away for a moment if you're too upset.
 - Give yourself and the other person time to cool down. "Pause before you respond. Not every action needs a reaction."

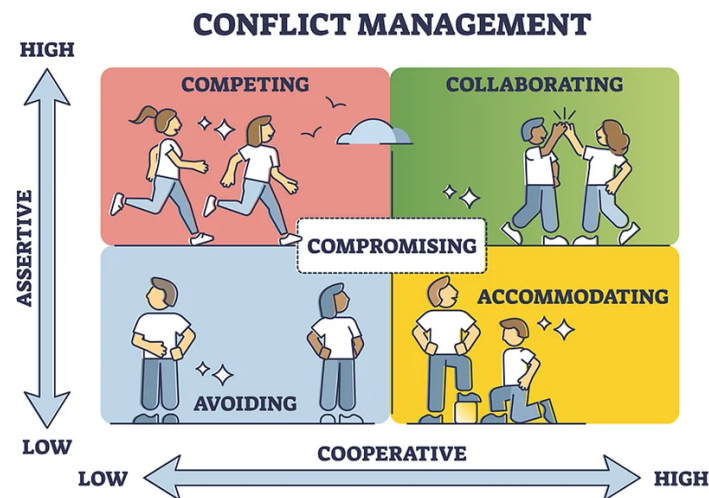
	<p>2. Listen to Understand</p> <ul style="list-style-type: none"> • Let the other person speak without interrupting. • Try to understand how they feel and what they need. • Use active listening (eye contact, nodding, paraphrasing). “Listen not to reply, but to understand.” <p>3. Express Yourself Honestly and Respectfully</p> <ul style="list-style-type: none"> • Use “I” statements instead of blaming: <ul style="list-style-type: none"> ◦ “I felt hurt when...” ◦ “You always make me feel...” • Speak clearly, calmly, and kindly. <p>4. Find Common Ground</p> <ul style="list-style-type: none"> • Ask: “What can we do to fix this together?” • Brainstorm solutions that work for both sides. • Be open to compromise. <p>5. Agree and Move Forward</p> <ul style="list-style-type: none"> • Agree on what each person will do differently. • Say sorry if needed and mean it. • Let go and move on — don't hold grudges. <ul style="list-style-type: none"> • Students will write down key ideas from the teacher’s discussion. • After this, the teacher will facilitate the answering of processing questions. <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. Which conflict resolution style or strategy do you think is most effective, and why? 2. How can understanding different conflict resolution styles help you manage conflicts in real-life situations? <p>OPTION 2 Conflict Resolution Strategies: Steps, Benefits, and Tips • The teacher will present information about concepts based on materials from the Conflict Resolution Strategies: Steps, Benefits, and Tips by Jennifer Herrity.</p>	
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Source: <https://www.indeed.com/career-advice/career-development/conflict-resolution-strategies>

conflict often is a byproduct when there's human interaction, so responding professionally requires conflict resolution strategies. When a dispute arises, the best course of action is to use negotiation to resolve the problem.

<https://www.makingbusinessmatter.co.uk/thomas-kilman-conflict-model/>

The most common set of negotiation strategies, known as the Thomas-Kilmann model, identifies five different approaches to resolution.



Guiding Questions:

1. How do the five negotiation strategies in the Thomas-Kilmann model differ from each other in terms of handling conflict?

	<p>2. Why is it important to choose the appropriate negotiation strategy based on the situation or conflict?</p> <p>3. Developing Mastery Now, are the concepts clear to understand the different methods and strategies for managing a conflict? Through the next activity, you will evaluate the appropriate use of conflict management strategies.</p> <p>OPTION 1 CONFLICT RESOLUTION STRATEGY WORKSHEET (<i>Independent Practice</i>)</p> <ul style="list-style-type: none"> • Students will individually complete a worksheet where they analyze a written conflict scenario. • The worksheet will ask students to identify the conflict, the emotions involved, and the possible resolution strategies. • Then students will select and explain which conflict resolution strategy (from the Thomas-Kilmann model) would be most appropriate and why. • The teacher will review each student's responses to assess their understanding of the different strategies. Key questions for the worksheet could include: <ul style="list-style-type: none"> a. What conflict resolution strategy would you apply to this situation? b. Why do you think this strategy is the best option for resolving the conflict? c. How could this strategy benefit the relationship between the people involved? <p>OPTION 2 <i>Creative and Physically Active Role-Playing Conflict Resolution Scenarios</i></p> <p>Let's bring conflict resolutions to life with a fun, active twist! Get ready for a "Conflict Resolution Relay!"</p>	
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	<ul style="list-style-type: none"> • The teacher will give each group a conflict scenario (e.g., two friends disagreeing over a group project, or teammates arguing about a game strategy). • Each group will create their version of the conflict using different conflict resolution strategies. <p>For students:</p> <ul style="list-style-type: none"> • You'll take turns acting out the scenario and applying a specific conflict resolution strategy (such as compromising, collaborating, avoiding, accommodating, or competing). • The twist: one person will act out the conflict while another person will walk to a designated "Strategy Station" where they'll quickly pick the strategy to apply. • Once they have it, they'll sprint back and give a short description of the strategy and how it fits the scenario. <p>Resolution in Motion:</p> <ul style="list-style-type: none"> • After each role-play, each group will quickly discuss which strategy worked best and why, then move on to the next scenario. • The teacher will give feedback as you perform and provide suggestions to help improve your approach. • Once finished the relay, students will reflect with a quick, energetic debrief. The teacher will ask: <ol style="list-style-type: none"> a. Which strategy did you pick and why? b. How did it change the way the conflict was resolved? c. Would you use the same strategy in a real-life situation? Why or why not? 	
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p>OPTION 1 CONFLICT RESOLUTION DEBATE</p> <ul style="list-style-type: none"> • The teacher will present a real-world conflict scenario (e.g., a disagreement between two coworkers over sharing tasks, or a disagreement in a group about project roles). 	<p>The lesson "Conflict Resolution Application and Reflection" applies to the Instructional Design Framework (IDF) in a structured and purposeful way to develop learners' practical skills in managing conflict and promoting collaboration. In the analysis phase, the lesson identifies learners' need to apply theoretical knowledge of conflict resolution strategies in real-life</p>

	<ul style="list-style-type: none"> • Students will be divided into two groups: one representing each side of the conflict. • Each group will discuss and choose a conflict resolution strategy that would help resolve the situation. • Groups will then have 2 minutes each to present their chosen strategy and explain how it would help solve the conflict effectively. • After the debate, the teacher will ask students to reflect on: <ol style="list-style-type: none"> a. Which conflict resolution strategy seemed most effective in this situation? b. How did each side justify their approach, and what could be improved? <p>OPTION 2 CONFLICT RESOLUTION STATIONS</p> <ul style="list-style-type: none"> • The teacher will set up different "Conflict Resolution Stations" around the classroom, each with a different real-life conflict scenario (e.g., friends arguing about a movie choice, teammates disagreeing on a game strategy, classmates having different opinions in a group project). • Students will rotate through each station in small groups (2-3 students per group). • At each station, students will read the scenario and quickly decide which conflict resolution strategy (e.g., compromising, collaborating, avoiding, accommodating, competing) would work best. • They will then role-play how they would apply that strategy to resolve the conflict. • At the end of the activity, students will briefly share with the class which strategy they chose for each scenario and explain why it was the best fit. <p>2. Making Generalization OPTION 1 "My Conflict & Collaboration Reflection Journal"</p>	<p>situations. It recognizes that students often encounter disagreements in school and social contexts, requiring them to develop decision-making, communication, and emotional regulation skills to respond effectively.</p> <p>In the design phase, the lesson is organized to ensure that learning outcomes focus on practical application, reflection, and performance-based demonstration. The structure deliberately progresses from application (debate or stations) to reflection (journaling or reflection circle), and finally to performance (role-play task), ensuring alignment with the development of higher-order thinking and real-world competence in conflict resolution.</p> <p>In the development phase, appropriate instructional materials and activities are created, including real-life conflict scenarios, debate prompts, station cards, reflection guides, and role-play tasks. These materials are carefully designed to be interactive, learner-centered, and authentic, allowing students to engage with realistic problems and explore multiple conflict resolution strategies such as compromising, collaborating, avoiding, and mediation.</p> <p>During the implementation phase, the teacher facilitates learning through structured activities such as debates, station rotations, reflection writing, group sharing, and role-play performances. The teacher acts as a guide and moderator, ensuring active participation, encouraging respectful dialogue, and supporting learners as they apply conflict resolution strategies in simulated environments. This phase emphasizes experiential learning, where</p>
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	<ul style="list-style-type: none"> • Students will individually reflect on how mental well-being plays a role in conflict and collaboration by writing in their journals. • Teachers will ask students to think about a recent situation where they were involved in a conflict or a collaborative project. • They will take a few moments to write down: <ol style="list-style-type: none"> a. How did the situation make you feel mentally and emotionally? b. How did your mental well-being impact your response to the conflict or collaboration? c. What strategies could you have used to improve the outcome? • Students will then answer the following reflective prompt in the Learning Activity Sheet provided: <ol style="list-style-type: none"> a. What is one thing you could do to protect or improve your mental well-being in future conflicts or collaborative situations? • After the reflection, the teacher will invite a few students to share their thoughts with the class. • This will help the teacher gauge students' understanding of how mental well-being influences conflict and collaboration. <p>Note: A Learning Activity Sheet (LAS) is provided for this assessment activity.</p> <p>OPTION 2 "Conflict Resolution Styles Reflection Circle" This activity encourages students to reflect on the different conflict resolution styles, negotiation, and mediation strategies they've learned.</p> <ul style="list-style-type: none"> • The teacher will ask students to think of a recent conflict or disagreement they were part of and choose one of the following conflict resolution styles they used (competing, compromising, collaborating, avoiding, or accommodating). 	<p>students actively practice and demonstrate their understanding.</p> <p>In the evaluation phase, learning is assessed through multiple methods: group presentations in debates or stations, reflective journal responses, peer sharing, and the final role-play performance task. The teacher evaluates learners based on their ability to apply appropriate conflict resolution strategies, communicate effectively, and demonstrate collaboration and fairness in resolving disputes. This performance-based assessment ensures that learners can transfer knowledge into practical skills.</p> <p>Overall, the IDF ensures that the lesson is experiential, structured, and competency based. Each phase supports the gradual development of learners' understanding—from analyzing conflict, to reflecting on personal experiences, to demonstrating effective resolution strategies—thereby strengthening their ability to manage real-life interpersonal challenges.</p>
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	<p>Guide Questions</p> <ol style="list-style-type: none"> Which conflict resolution style did you use in the situation? Did it help resolve the conflict, or did it make it worse? <ul style="list-style-type: none"> Students will write down how they could have applied a different strategy (e.g., negotiation or mediation) and what the possible outcomes might have been. In small groups, students will share their reflections with peers and discuss how different styles could be applied to the same conflict. The teacher will assess students' understanding through group sharing and by listening for insights into how various strategies could impact conflict resolution and collaboration. <p>3. Evaluating Learning</p> <p>“Role-Play Performance Task (Group Work)”</p> <ul style="list-style-type: none"> In small groups (3–4 students), learners will be assigned a conflict scenario and must prepare and perform a role-play demonstrating how they would manage the conflict using negotiation and mediation techniques. Roles should include the two conflicting parties and a mediator. Each group will: <ol style="list-style-type: none"> Present the conflict clearly. Show a negotiation attempt between parties. Use a mediator if there is a negotiation stall. End with a resolution that reflects fair compromise and respect. <p>Note: Rubric for “Role-Play Performance Task (Group Work)” can be found on the annex page.</p>	
<p>VI. ASSESSMENT (Assessing Learnings)</p>	<p><i>The teacher will use a portfolio assessment where students will compile their completed tasks as proof of their understanding of the subject and the skills they have developed. Complete the following sentences:</i></p>	

Groups work well when _____.

When I communicate with people who are older than me, I will _____.

In this summative assessment, learners will apply their understanding of conflict management and mental well-being by designing a Conflict Management Plan. Working individually or in pairs, students will create a plan based on a real-life or hypothetical scenario involving conflict in school, family, or the community.

Using the provided Learning Worksheet, they will analyze the role of mental well-being in the situation, identify conflict resolution styles, propose a negotiation or mediation strategy, and reflect on how their plan promotes healthier relationships. To showcase their work, students will choose one of three presentation formats: a poster, slide deck, or a short skit or role-play, followed by a brief explanation. A scoring rubric will be used to assess their understanding, creativity, and application of concepts.

Conflict Management Plan Presentation

Task: Designing a Conflict Management Plan for Healthy Relationships

Directions:

You will work individually or in pairs to create and present a Conflict Management Plan that promotes mental well-being and healthy relationships. Your plan should include:

- A real-life or hypothetical conflict scenario (school, family, or community-based).
- An analysis of how mental well-being affects conflict and collaboration in the scenario.
- Identification of conflict resolution styles used or recommended.
- A step-by-step negotiation or mediation strategy to resolve the conflict.
- A reflection on how the plan supports mental well-being and relationship building.

You will present your plan through a poster, slide deck, or short skit, followed by a brief explanation. ***Note: A Learning Activity Sheet (LAS) is provided for this assessment activity.***

To contribute to class harmony, I will _____.

Rubric: Conflict Management Plan Presentation

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Understanding of Mental Well-being	Clearly explains with insightful examples	Explains with relevant examples	Mentions impact but lacks clarity	Limited or no understanding
Conflict Resolution Styles	Accurately identifies and explains multiple styles	Identifies and explains one style	Mentions a style with limited explanation	No clear identification
Negotiation/Mediation Strategy	Clear, logical, and effective with detailed steps	Logical with some detail	Vague or lacks coherence	No clear strategy
Creativity and Presentation	Highly engaging and well-organized	Clear and organized	Lacks clarity or engagement	Disorganized or incomplete
Reflection and Application	Thoughtful and connected to well-being and relationships	Adequate with some insight	Minimal or unclear connection	No reflection or connection

Total Score (out of 20): _____

VII. REFLECTION

(Feedback and Continuous Improvement)

OPTION 1

"Walk and Share Reflection"

- Pair up students and ask them to stand and slowly walk around the classroom (or outdoor space if available) with their partner.
- As they walk, each student will take turns answering the three reflection prompts ****out loud****
 - a. What became clear to me in this topic is _____.
 - b. My question is _____.
 - c. I can apply what I have learned by _____.
- After about 5 minutes, have the pairs switch and find ****new partners**** to repeat the activity with, giving them a chance to hear different perspectives.
 - The teacher may pause the walk to ask a few volunteers to share one reflection with the whole class.

Note: This gets students moving, encourages active listening and sharing, and helps them process their learning in a dynamic, social way.

OPTION 2

Feedback Form – "My Conflict Resolution Journey" Portfolio Showcase

	<p>Teacher Feedback</p> <p>Strengths</p> <p>✓ What was done well? (Content, reflection, creativity, effort, etc.)</p> <p>Example: Your reflection was thoughtful and honest, and your use of negotiation techniques was clearly demonstrated. -----</p> <p>Areas for Growth</p> <p>What could be improved? (Clarity, depth, detail, structure, etc.)</p> <p>Example: Consider explaining your mediation strategy with more detail—how did it help both sides reach a resolution? -----</p> <p>Next Steps / Suggestions</p> <p>How can the student improve or deepen their skills in future projects</p> <p>Example: Practice applying conflict resolution in real-life group settings and documenting the process for further growth. -----</p> <p>Overall Comments:</p> <p>-----</p> <p>(Optional) Peer Feedback</p> <p>One thing I liked:</p> <p>-----</p> <p>One thing to improve:</p> <p>-----</p> <p>(Optional) Student Self-Reflection</p> <p>What did I learn from this journey?</p> <p>-----</p> <p>What would I do differently next time?</p> <p>-----</p>
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used ChatGPT in order to generate lesson plans, learning objectives, discussion questions, assessments, rubrics, reflection prompts, and differentiated activities. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</p>

Content/Topic	Effective Communication as a Core Interpersonal Skill	Lesson Exemplar	8
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I. OBJECTIVES (<i>Identifying the Goals</i>)		
Content Standard	The learner demonstrates understanding of the value of interpersonal effectiveness in achieving social competence.	
Performance Standard	The learner engages in collaborative work that showcases interpersonal effectiveness.	
Learning Competencies	Apply interpersonal effectiveness, principles, and practices in different social situations.	
II. REFERENCES and MATERIALS (<i>Selecting Resources and Material</i>)	<ul style="list-style-type: none"> Ackerman, Courtney E. "Interpersonal Effectiveness: 9 Worksheets and Examples." <i>PositivePsychology.com</i>. December 17, 2017. https://positivepsychology.com/interpersonal-effectiveness/. Department of Education. <i>DepEd Order No. 21, s. 2019: Policy Guidelines on the K to 12 Basic Education Program</i>. Pasig City, Philippines: Department of Education, 2019. Department of Education. <i>Life Skills Curriculum Guide (Senior High School)</i>. Pasig City, Philippines: Department of Education, n.d. Robinson, Lawrence. "Effective Communication: Improving Your Interpersonal Skills." <i>HelpGuide.org</i>. March 13, 2025. https://www.helpguide.org/relationships/communication/effective-communication. Sindal, G. "Nonverbal Communication – Gestures." YouTube video, 4:14. November 6, 2015. Trello. <i>Trello</i>. Accessed June 9, 2026. https://trello.com. 	
III. CONTENT (<i>Sequencing Content</i>)	Effective Communication as a Core Interpersonal Skill Applying Interpersonal Effectiveness at Home, School, and Community in the Philippine Context Effective Communication A. Verbal (language, clear messaging, mutual respect, negotiating) B. Nonverbal (sensitivity to the needs of others, recognizing social cues)	
IV. OBJECTIVES (<i>Setting Clear Objectives and Analyzing the Tasks</i>)	a. Explain how effective communication contributes to interpersonal effectiveness at home, school, and community in the Philippine context. b. Utilize effective communication skills, both verbal and nonverbal, to achieve specific objectives in social situations; and c. Show sensitivity and respect for others' thoughts and feelings using appropriate communication skills in everyday situations.	
IV. PROCEDURES		ANNOTATION
A. Activating Prior Knowledge	1. Activating Prior Knowledge OPTION 1 Activity Title: "Where Have You Seen This?"	Directions to the Teacher: This is designed as a "recall and connect activity - which helps learners build a cognitive bridge

Directions: Recall and connect real-life experiences or observations related to interpersonal effectiveness in Filipino settings (home, school, community). Answer the following worksheet.

A. In a visual prompt display - three images will be shown with different scenarios:



59+ Thousand Bayanihan Royalty-Free Images, Stock Photos & Pictures | Shutterstock

16 Idk what this board is ❤️ ideas in 2025 | cute art, art reference, art inspiration

- A. *Family* having a calm conversation at dinner
- B. *Learners* working on a group project
- C. *Neighbors* helping each other clean the street

Processing Questions:

- a. Analyze the situation shown in each picture. What is happening, and what are communication or interpersonal skills being used?
- b. Evaluate the actions of the people in the picture. Which behaviors contribute to positive relationships, and which might create misunderstandings? Why?
- c. Relate and apply the situation in the picture to your own experiences. Have you encountered a similar situation at home, school, or in the community? How did you respond?

between prior knowledge and new learning.

For Option 1: Where Have you Seen This? Activity will help students recall and connect real-life experiences or observations related to interpersonal effectiveness in Filipino settings (home, school, community), setting the tone for the topic.

For Option 2: “What Makes It Work?” activity, is a guided discussion-categorization which aims learners to recall personal experiences and identify the interpersonal skill applied and cones familiar social behaviors to key interpersonal skills (ex: active listening, respect, empathy, clear communication, etc.) bridging to the new lesson.

Annotation (Instruction Delivery Framework):

This part of the lesson exemplifies the Instruction Delivery Framework (IDF) by being relevant, reflective, and responsive. The motivational activities make the lesson relevant by connecting classroom collaboration with real-life experiences on how they react to different scenarios presented and feel its relevance in attaining their purpose. It becomes reflective as students consider their past experiences and articulate how

- d. Assess the importance of the behavior shown in the pictures.
How do these behaviors affect relationships and cooperation in Filipino families, schools, and communities?
- e. Imagine an alternative way the people in the picture could communicate more effectively. What changes would improve the outcome of the situation?
- Home: _____
 - School: _____
 - Community: _____

OPTION 2

Activity: “What Makes It Work?”

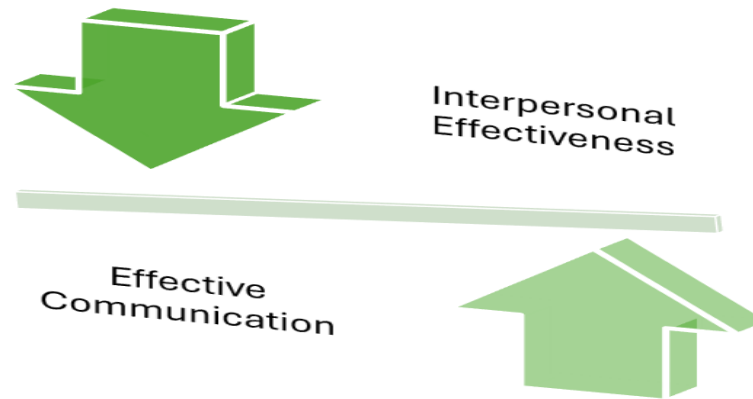
Directions: Using rolled paper, with scenario prompts, let the grouped learner choose which of these show good interpersonal skills and what are the skills being used? (ex: *respectful communication, active listening, empathy, clarity, nonverbal awareness, and negotiation or compromise*)

Scenario Prompts

	Beneficial	Not Beneficial
<i>Your siblings listen while you explain why you're upset.</i>		
<i>A friend helps solve a disagreement in your group.</i>		
<i>A classmate interrupts and talks over everyone during group work.</i>		
<i>You ask your parent if you can go out and you say “po” and “opo.”</i>		
<i>You listen quietly while your friend vents, then give advice when asked.</i>		

they want to interact in social situations in the future. Lastly, it is responsive because it allows the teacher to gauge students’ understanding and attitudes on interpersonal effectiveness, then adjust guidance and support based on their input. These practices set the tone leading to a meaningful foundation for the rest of the lesson.

	<p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Analyze the different scenarios presented. Which situations demonstrate effective interpersonal skills, and how do these skills contribute to positive interactions? 2. Compare and evaluate the interpersonal skills shown in each situation. Which skill do you think has the greatest impact on building strong relationships? Explain your reasoning. 3. Reflect on a meaningful conversation you had with a friend, classmate, or family member. What specific communication behaviors contributed to the success of that interaction? 4. Examine the role of the other person in the conversation. What did they do or say that made you feel valued, understood, or respected? How did their actions influence your response? <p>Literacy Integration</p> <ul style="list-style-type: none"> • Students identify communication keywords from the scenarios. • Learners express in words a one-sentence explanation defending whether communication is beneficial or not. 	
	<p>2. Establishing the Purpose of the Lesson</p> <p>OPTION 1 Big Question Posting</p> <p>Post a question on the Board: “Have you ever had a misunderstanding with a classmate, family member, or friend? What do you think would have made the situation better?” Literacy Integration <i>(Let students share briefly to begin connecting the topic to their lives.)</i></p> <p>Option 2</p> <p>Graphics with Spoken Introduction</p>	<p>Directions to the Teacher: To effectively facilitate the Establishing the Purpose of the Lesson activities, begin by creating a safe and inclusive environment for students to express their thoughts and lead them to understand why the lesson matters stating the learning goals, connecting it to real-life experiences, and providing guide questions. For Option 1, write the main question clearly on the board and let volunteers answer and share their experiences. For Option 2, show the graphic organizer and let them talk about interpersonal</p>



Say:

We're going to discuss interpersonal effectiveness today, or how we may get along with others in various spheres of our lives. This covers the way we communicate, listen, treat others with dignity, and collaborate. Even though you may not be aware of it, you are already using these abilities every day when you assist your neighbors, participate in group projects, or speak with your parents or authorities in the community.

Processing Questions:

1. *Analyze how practicing interpersonal effectiveness can influence the quality of your relationships at home, in school, and in the community. What positive and negative outcomes might result from your interactions with others?*
2. *Evaluate the relationship between interpersonal effectiveness and effective communication. Can one exist without the other? Justify your answer using examples from real-life situations.*
3. *Assess a social situation where a person's words or actions could either build trust or create conflict. What factors determine the outcome, and what interpersonal skills can help foster trust instead of conflict?*

effectiveness relative to effective communication. Encourage them to collaborate with groupmates.

Annotation (Instruction Delivery Framework):

This part of the lesson exemplifies the Instruction Delivery Framework (IDF) by being relevant, reflective, and responsive. The main question asked to the class and the graphics shown make the lesson relevant by connecting the class with real-life social situations experiences they can recall or they can imagine. It becomes reflective as students consider their past experiences and articulate how they want to interact today. Lastly, it is responsive because it allows the teacher to gauge students' understanding and attitudes toward displaying interpersonal effectiveness through effective communication, then adjust guidance and support based on their input. These practices set up a meaningful foundation for the rest of the lesson.

B. Instituting New Knowledge

1. Presenting Examples

OPTION 1

Situational Videos: "Totoong Buhay, Totoong Usapan"

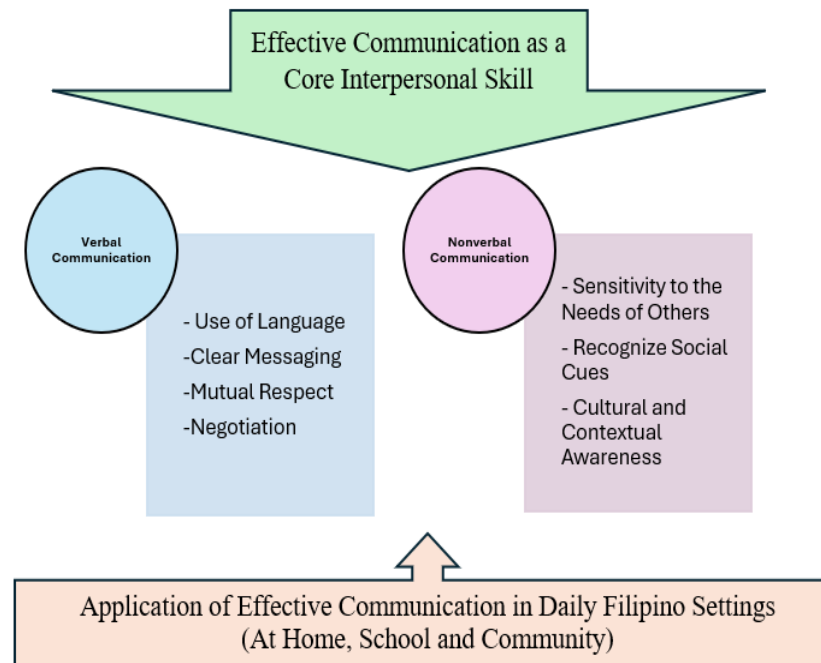
Directions to the Teacher: To facilitate the two optional activities effectively under

<p>Directions: The teacher will present 3 short video clips, on realistic Filipino scenarios, highlighting a social setting and featuring effective communication strategies at home, school and community.</p>			<p><i>Presenting Examples</i>, begin by choosing the most suitable activity for your learners' context and through real, relatable Filipino scenarios.</p> <p>For Option 1 (Situational Videos: "Totoong Buhay, Totoong Usapan"), we need to prepare the video in advance and ensure good audio-visual equipment is available. After viewing, guide a class discussion using the processing questions to unpack observed collaboration skills.</p> <p>For Option 2 ("Tatlo sa Araw Ko" - Situational Vignettes"), you may have selected learners read in advance, give time to prepare, and encourage creativity while focusing on real interpersonal interactions to show their application in school settings.</p> <p>Annotation (IDF Application):</p> <p>This section of the lesson exemplifies the Instruction Delivery Framework (IDF) through activities that are relevant, reflective, and responsive. It is <i>relevant</i> because each option connects students to real-life or relatable "reactions" on social situations or scenarios, anchoring learning in authentic contexts. It is <i>reflective</i> as students analyze actions, behaviors, and strategies that contribute to successful delivery of the intention, then relate them</p>
Social Situation	Context	Skills Used/Values	
<p>SCENARIO 1: HOME – “Ma, Pwede Po?”</p>	<p>Context: A student wants permission to go out with friends but knows the family values of respect and responsibility.</p> <p>Dialogue Sample: <i>“Ma, pwede po ba akong lalabas mamaya pagkatapos ko pong tapusin ang homework ko? Promise po, uuwi ako nang maaga”</i></p>	<p>Skills Used:</p> <ul style="list-style-type: none"> • Respectful language (“po”) • Clear verbal messaging • Consideration of family priorities <p>Filipino Value: <i>Paggalang, pakikipagkapwa-tao</i></p>	
<p>SCENARIO 2: SCHOOL – “Group Work Harmony”</p>	<p>Context: During a group task, one classmate disagrees with the plan.</p> <p>Dialogue Sample: <i>“Iba po iyong suggestion mo, and I understand your point. Pwede po bang pag-isipan natin ang ideas pareho para maganda ang resulta?”</i></p>	<p>Skills Used:</p> <ul style="list-style-type: none"> • Assertiveness with respect • Active listening • Compromise and collaboration <p>Filipino Value: <i>Pakikisama, bayanihan</i></p>	
<p>SCENARIO 3: COMMUNITY – “Barangay Concern”</p>	<p>Context: A youth leader wants to talk to barangay officials about trash being left in public areas.</p> <p>Dialogue Sample: <i>“Magandang araw po, Kap. Gusto lang po naming iparating na sana po ay magkaroon</i></p>	<p>Skills Used:</p> <ul style="list-style-type: none"> • Polite, formal communication • Suggesting solutions, not just complaints • Using body language (nod, respectful stance) 	

	<i>tayo ng clean-up drive. Handa po kaming tumulong bilang kabataan.”</i>	Filipino Value: <i>Bayanihan, paggalang</i>	to their own experiences. The teacher’s role in processing responses and guiding discussion makes the activity <i>responsive</i> to the learners’ input, building on their observations and insights to reinforce key interpersonal effectiveness skills in a dynamic and engaging way using the scenarios presented.
<p>Processing Questions:</p> <ol style="list-style-type: none">1. Analyze the interaction. Which communication behaviors contributed most to its success, and how did these behaviors strengthen the relationship between the people involved?2. Evaluate the possible consequences if the person had responded by shouting, ignoring the situation, or refusing to listen. How might these actions have affected the outcome and the relationship?3. Assess the Filipino values demonstrated in the way the individuals communicated and acted. How did these values contribute to resolving the situation or maintaining harmony? <p>Literacy Integration: Learners write dialogue improvements for ineffective communication.</p> <p>OPTION 2 “Tatlo sa Araw Ko” - Situational Vignettes Directions: The teacher will present 3 social situations, in realistic Filipino scenarios, through reading aloud or acting out a social setting and featuring effective communication strategies at home, school and community.</p>			
Social Situation	Scenario	Key Skills Used	
AT HOME: “Paghingi ng Tulong sa Gawaing Bahay”	Scenario: Anna is overwhelmed with homework. Her mother asks her to wash the dishes. Instead of ignoring or reacting angrily, Anna says, “Ma, pwede po ba akong maghugas mamaya pagkatapos ng assignment ko? Kailangan ko lang po tapusin ito agad.”	Key Skills Used: <ul style="list-style-type: none">• Verbal: Clear, respectful language• Nonverbal: Calm tone, eye contact• Filipino value: <i>Paggalang</i>	

	At SCHOOL: “Group Work Conflict”	Scenario: In a group activity, James notices one member hasn’t been contributing. Instead of scolding, he says: “Kaya ba natin mag-usap bilang grupo para mapagplanuhan nang maayos ang gawain? Gusto naming marinig din ang ideas mo.”	Key Skills Used: <ul style="list-style-type: none">• Verbal: Inclusive language, invitation to participate• Nonverbal: Open posture, friendly tone• Filipino value: <i>Pakikisama</i>	
	IN THE COMMUNITY: “Maingay na Kapitbahay”	Scenario: Ella needs to review for an exam, but her neighbor’s karaoke is too loud. Instead of complaining harshly, she goes over and says: “Hello po, pasensiya na po. May exam po ako bukas. Pwede po bang hinaan muna ng kaunti ang volume?”	Key Skills Used: <ul style="list-style-type: none">• Verbal: Polite request• Nonverbal: Smiling, gentle voice• Filipino value: <i>Pakikipagkapwatao</i>	
	<p>Processing Questions:</p> <ol style="list-style-type: none">1. Analyze the situation and identify the interpersonal and communication skills demonstrated by the characters. How did these skills influence the outcome of the interaction?2. Reflect on and evaluate a similar experience from your own life. How did you respond, and what would you do differently now to improve the situation?3. Predict and evaluate the possible consequences if the characters fail to use respectful and clear communication. How might their relationships, decisions, or the overall situation have been affected?			
2. Discussing New Concept OPTION 1 Concept Mapping				Directions to the Teacher: To effectively facilitate the two optional activities under <i>Discussing New Concept</i> , begin

Directions: Present this to the class and guide them in filling out the blank concept map.



Processing Questions:

1. Analyze a situation where interpersonal effectiveness helped resolve a conflict or strengthen a relationship. What specific behaviors made the interaction successful?
2. Evaluate the importance of interpersonal effectiveness in your daily life. How might your relationships at home, school, or in the community be affected if these skills were not practiced?
3. Compare and contrast verbal and nonverbal communication. In what situations might one type of communication be more effective than the other? Explain your answer.

I. Understanding Interpersonal Effectiveness

by introducing the topic “Effective Communication as a Core Interpersonal Skill” and its relevance to students' lives.

For **Option 1: Concept Mapping**, you will present a partially filled concept map on the board or screen highlighting key ideas such as communication, teamwork, respect, and responsibility. Encourage students to observe patterns, contribute to their interpretations, and offer real-life examples during a guided discussion. Foster a respectful and interactive classroom atmosphere where students can build on each other's inputs showing collaboration within the class.

For **Option 2: Guided project** the worksheet and walked students through its steps. Allow time for individual reflection and completion, then pair students for brief sharing. Monitor responses to ensure they are specific and thoughtful and wrap up with a synthesis of key takeaways using the provided processing questions.

Annotation (IDF Application):
Both activities exemplify the Instruction Delivery Framework

What is interpersonal effectiveness? Interpersonal effectiveness is the ability to interact positively and effectively with others. It involves clear communication, empathy, mutual respect, and the ability to maintain relationships while asserting one's own needs and boundaries.

Why is it important in daily life?

- Helps maintain healthy relationships with family, friends, and classmates
- Promotes teamwork, cooperation, and conflict resolution
- Builds trust and respect in social and community settings
- Essential for leadership, advocacy, and participation in civic activities

Core Filipino values that influence interpersonal relationships:

- Pakikipagkapuwa-tao – Treating others with respect and compassion; seeing others as fellow human beings
- Paggalang – Showing deference, especially to elders and authority figures (e.g., using “po” and “opo”)
- Pakikisama – Maintaining harmony and avoiding conflict in groups; going along with the group
- Bayanihan – Working together for a common good; community cooperation

Examples of effective vs. ineffective interpersonal behavior:

Setting	Effective Behavior	Ineffective Behavior
Home	Listening to parents, expressing needs calmly	Shouting during disagreements, ignoring household rules
School	Working well in group tasks, speaking respectfully to teachers	Interrupting, blaming others in group projects
Community	Helping in clean-ups, politely talking to officials	Complaining rudely, not participating in activities

II. Effective Communication as a Core Interpersonal Skill

A. Verbal Communication

1. Use of Language

- Speak clearly and appropriately depending on the context.
- Use Filipino honorifics: “po,” “opo,” “Kuya,” “Ate,” “Ginoo,” “Ginang”

2. Clear Messaging

(IDF) by fostering a relevant, reflective, and responsive learning environment. The relevance is established by anchoring the lesson in students' social realities— social situations showing effective communication as a factor to interpersonal effectiveness, peer interaction, and shared tasks. The reflective element is embedded through personal connections to the content, as students examine and articulate their experiences with interpersonal skills. Lastly, the activities are responsive because they allow flexible, student-centered approaches to concept exploration. Both options promote dialogue, critical thinking, and ownership of learning—cornerstones of effective and inclusive instruction aligned with the IDF.

	<ul style="list-style-type: none"> ○ Think before speaking; use organized thoughts. ○ Avoid sarcasm or vague expressions that can be misunderstood. ○ Example: “I feel tired and need help with the dishes” vs. “Why do I always have to do everything?” <p>3. Mutual Respect</p> <ul style="list-style-type: none"> ○ Let others finish speaking; respond thoughtfully. ○ Acknowledge differing opinions without dismissing them. ○ Use a polite but assertive tone: “I understand your point, but I believe...” <p>4. Negotiation</p> <ul style="list-style-type: none"> ○ Suggest compromises: “Can we divide the tasks?” ○ Ask help respectfully: “Pwede mo ba akong tulungan sa project?” <p>B. Nonverbal Communication</p> <p>1. Sensitivity to the Needs of Others</p> <ul style="list-style-type: none"> ○ Smile, maintain calm posture, and show empathy through gestures (e.g., tapping shoulder, nodding) ○ Sense when someone is upset or uncomfortable and adjust accordingly <p>2. Recognizing Social Cues</p> <ul style="list-style-type: none"> ○ Pay attention to facial expressions, tone, and body language ○ Filipino nonverbal gestures: <ul style="list-style-type: none"> ▪ Pagmamano – gesture of respect to elders ▪ Ngiti (smile), tango (nod), taas-kilay (eyebrow raise) as informal greetings <p>3. Cultural and Contextual Awareness</p> <ul style="list-style-type: none"> ○ Understand that older generations may expect more formality. ○ Know when to switch between formal (e.g., during meetings) and informal tone (e.g., with friends) <p>III. Application of Effective Communication in Daily Filipino Settings</p> <p>At Home</p> <ul style="list-style-type: none"> ● Use respectful language with parents: “Ma, pwede po ba akong lumabas?” ● Express concerns calmly: “Nahihirapan po ako sa dami ng gawaing bahay.” ● Solve sibling issues by listening and compromising. <p>At School</p> <ul style="list-style-type: none"> ● Join discussions by raising your hands and waiting for your turn. ● Listen and contribute to group work constructively. 	
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- Approach teachers respectfully: “Sir, may I clarify something about the lesson?”

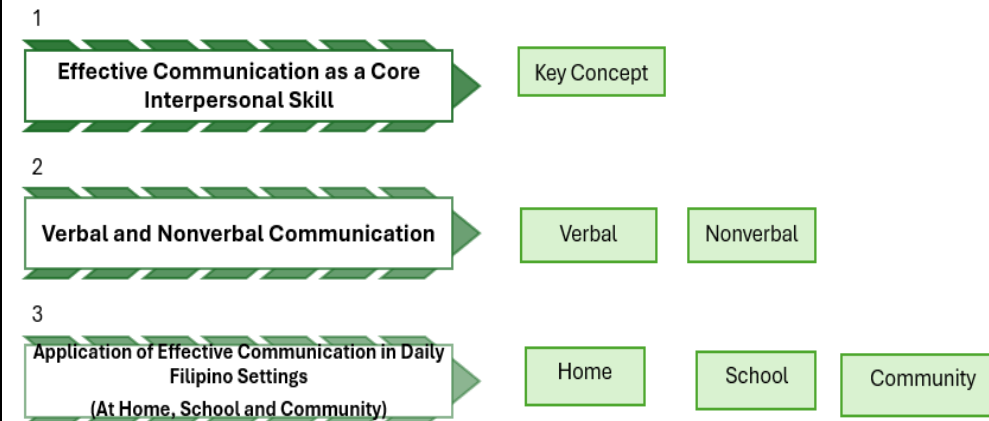
In the Community

- Talk to barangay officials respectfully: “Kap, maaari po ba kaming humingi ng tulong?”
- Collaborate in clean-ups, tree-planting, or youth events.
- Address issues like noise or disputes with diplomacy.

OPTION 2

Guided Exploration

Directions: Present this to the class and guide them in filling out the blank map following the steps.



Processing Questions:

1. Analyze a situation where interpersonal effectiveness helped resolve a conflict or strengthen a relationship. What specific behaviors made the interaction successful?
2. Evaluate the importance of interpersonal effectiveness in your daily life. How might your relationships at home, school, or in the community be affected if these skills were not practiced?
3. Compare and contrast verbal and nonverbal communication. In what situations might one type of communication be more effective than the other? Explain your answer.

Step 1: Define Key Concepts

What is Interpersonal Effectiveness?

- The ability to communicate and interact positively with others while maintaining respect, clarity, and empathy
- Involves both verbal and nonverbal communication
- Includes being respectful, assertive, and aware of others' needs

Why Does It Matter?

- Helps build trusting relationships at home, in school, and the community
- Promotes peaceful conflict resolution and teamwork
- Reflects Filipino values like *pakikipagkapwa-tao*, *paggalang*, *pakikisama*, and *bayanihan*

Step 2: Break Down the Components

Verbal Communication Skills:

- Using respectful words (“*po*,” “*opo*”)
- Organizing your thoughts clearly
- Speaking in an appropriate tone and volume
- Giving constructive feedback

Nonverbal Communication Skills:

- Smiling, nodding, or using gestures
- Showing empathy through facial expressions or body language
- Understanding social cues like *pagmamano* or *ngiti*

Step 3: Contextualize in Filipino Settings

Setting	Effective Communication Example	Filipino Values
Home	Saying, “Tatay, pwede po ba tayong mag-usap tungkol sa aking schedule?”	<i>Paggalang</i> , <i>pakikipagkapwa-tao</i>
School	Telling a classmate, “Let’s talk about our group roles para walang gulo”	<i>Pakikisama</i> , <i>bayanihan</i>
Community	Asking a neighbor, “Pwede po ba tayong magsimula ng clean-up drive para sa paligid natin?”	<i>Bayanihan</i> , <i>paggalang</i>

Ask:

Criteria	5 - Excellent	4 - Very Good	3 - Satisfactory	2 - Needs Improvement	1 - Beginning
Identification of Situations	Identifies numerous relevant positive and negative communication situations in all three settings (Home, School, Community).	Identifies several relevant situations in most settings.	Identifies some relevant situations but lacks variety.	Identifies a few situations with limited relevance.	Identifies very few or no relevant situations.
Analysis of Communication Skills	Thoroughly explains communication skills that contributed to success or could improve negative outcomes.	Clearly explains communication skills in most situations.	Provides basic explanations with some inaccuracies.	Provides limited explanations.	Explanations are missing or inaccurate.
Understanding of Communication in Different Settings	Demonstrates deep understanding of how communication varies across home, school, and community contexts.	Demonstrates good understanding with minor gaps.	Demonstrates adequate understanding.	Demonstrates limited understanding.	Demonstrates little or no understanding.
Organization, Completeness, and Presentation	The chart is complete, highly organized, neat, and visually appealing.	The chart is complete and organized with minor errors.	The chart is mostly complete and understandable.	The chart is partially complete and somewhat disorganized.	The chart is incomplete and difficult to understand.

Option 2. "Digital Kapwa Talk Circle" (LO2)

Directions:

- Through a “google jamboard”, organize a typing circle in 5 groups, where students each respond to the following prompts real time:
 - “The time when I solved a misunderstanding at home was...”
 - “A communication skill that helped me in school was...”
 - “One way I show respect in my community is...”
- Encourage respectful sharing, practicing virtual communication as they reflect.

Processing Questions:

1. Analyze the responses shared by your group. Which reactions are most likely to create positive outcomes in the social situation, and why?
2. Evaluate how effective communication can prevent misunderstandings and resolve conflicts at home, in school, and in the community. Use specific examples to support your answer.
3. Assess the role of effective communication in promoting understanding and peace among individuals and groups. Which communication skills do you believe are most important in achieving these goals? Justify your answer.

with a whole-class debrief to identify common themes and growth areas in interpersonal effectiveness using effective communication.

This will expose learners to digital transfer of information while sharing concepts in a group. A reporter can share the consolidated data in real time right after the activity.

Annotation (IDF Application):

These Developing Mastery activities embody the Instruction Delivery Framework (IDF) principles by being relevant and reflective. The activities connect to students' real-life social situation experiences, making learning relevant through meaningful collaboration using the digital platform. The gathered data from their own reflections promote reflective learning, allowing students to evaluate both individual and group performance.

C. Demonstrating Knowledge and Skills

1. Finding Practical Application

OPTION 1

“Bida sa Komunikasyon: Real Talk, Real Impact”

Directions:

1. Get a partner and select a scenario. Choose one authentic Filipino context-based scenario from the following categories:

- Home (ex: resolving a misunderstanding with a sibling or parent)
- School (ex: working through a group project conflict or requesting help from a teacher)
- Community (ex: organizing a barangay cleanup or resolving a dispute among neighbors)

2. Assign roles and plan on your presentation, focusing on your “communication goals” or what you want to achieve?

- Key verbal and nonverbal strategies
- Anticipated communication barriers and how to overcome them
- Indicators of interpersonal effectiveness

3. Roleplay Performance (15–20 mins): Each group presents their roleplay (3–5 mins). Peers take note of:

- Communication strategies used
- Effectiveness of verbal and nonverbal cues
- Clarity and respectfulness in interactions
-

Role-Play Rubric: Interpersonal Communication

Criteria	Beginning (1)	Developing (2)	Proficient (3)	Excellent (4)
1. Communication Strategies Used	Rarely or inappropriately uses communication strategies; lacks consideration of situation/context.	Uses basic or inconsistent strategies; some mismatch to the situation or audience is evident.	Uses generally appropriate strategies with minor lapses; message remains mostly suitable for the context	Consistently uses highly appropriate strategies tailored to the situation, context, and audience; shows adaptability and purposefulness.

Directions to the Teacher:

To facilitate the two optional activities under *Finding Practical Application*, provide clear guidance and set expectations for each task.

For Option 1 “Bida sa Komunikasyon: Real Talk, Real Impact”, gives learners practice realistic communication skills in social situations, showing understanding of Filipino cultural norms, values and expectations in interpersonal communication. Furthermore, they begin to internalize roles that will carry over into the unit performance task. This will be done by pairs, and they will be graded through a simple rubric. Finally, peer and teacher feedback will be done for processing.

For Option 2 (*Tunay na Usapan: Gumaganang Komunikasyon sa Tahanan, Paaralan, at Komunidad*), in this activity, students participate in a simulation lab where they roleplay everyday Filipino situations requiring effective interpersonal communication. They must apply their knowledge of verbal and nonverbal communication, cultural norms, and context-sensitive strategies to solve a problem or accomplish

				and audience.		a social objective with group collaboration.
	2. Effectiveness of Verbal and Nonverbal Cues	Verbal and nonverbal cues are inappropriate or ineffective; hinder understanding.	Some verbal or nonverbal cues are distracting, unclear, or conflicting with the message.	Most verbal and nonverbal cues support the message and emotions being conveyed.	Verbal and nonverbal cues (tone, gestures, eye contact, posture) strongly enhance meaning and reflect emotional awareness and intent.	Annotation (IDF Application): The <i>Finding Practical Application</i> section exemplifies the Instruction Delivery Framework (IDF) through relevant, reflective, and responsive activities. The activities are <i>relevant</i> because they connect classroom learning to real-world situations—whether planning a presentation providing students with practical, meaningful experiences that tie into their own lives and futures. They are <i>reflective</i> as students evaluate their own or their peers' presentations, reflect on real-world insights, and consider how they can apply these lessons in future group settings. The activities are <i>responsive</i> because they encourage interaction with peers, professionals, and community members, promoting deep discussions and learning experiences that adapt to students' own observations, questions, and insights.
	3. Clarity and Respectfulness in Interactions	Message is confusing or disrespectful; disregards others' perspectives or feelings.	Message has unclear parts or occasionally lacks respectful tone or phrasing.	Message is mostly clear and respectful, with few lapses in phrasing or tone; generally, acknowledges others' perspectives.	Message is consistently clear, well-structured, and expressed with politeness and cultural sensitivity; shows high respect for others' views/feelings.	
	Scoring Guide <ul style="list-style-type: none"> ● 12–11: Excellent – Demonstrates strong interpersonal communication and cultural awareness. ● 10–8: Proficient – Good use of communication strategies with minor areas for improvement. ● 7–5: Developing – Communication is inconsistent; needs improvement in clarity or delivery. ● 4–3: Beginning – Limited effectiveness in communication; needs significant support. 					

	<p>OPTION 2 "Tunay na Usapan: Gumaganang Komunikasyon sa Tahanan, Paaralan, at Komunidad" Directions:</p> <ol style="list-style-type: none"> 1. The teacher introduces the goal of the simulation: to demonstrate how communication skills improve interpersonal effectiveness in real-world Filipino contexts. 2. Divide the class into 4-5 groups (8-10 each), each group randomly selects/assigned one scenario from 3 domains: <ul style="list-style-type: none"> ○ Home (ex: asking permission from a strict parent, resolving sibling conflict) ○ School (ex: dealing with a miscommunication with a teacher, leading a group project) ○ Community (ex: coordinating a barangay activity, settling a neighbor complaint) 2. Each group uses a Simulation Planner Worksheet with the following prompts: <ul style="list-style-type: none"> ● Context: Where and with whom is this happening? ● Objective: What do you want to achieve through communication? ● Interpersonal Strategy: What Filipino values or practices are relevant (e.g., <i>pakikipagkapwa</i>, <i>paggalang</i>)? ● Communication Plan: What verbal and nonverbal strategies will you use to achieve your goal? ● Conflict or Barrier: What possible misunderstanding or conflict may arise? How will you handle it? 3. Roleplay Simulation (20 minutes) <ul style="list-style-type: none"> ● Each group presents a 3–5-minute roleplay simulating the scenario. ● Teacher and peers observe using a rubric or feedback sheet assessing: <ul style="list-style-type: none"> ○ Appropriateness of communication strategies ○ Clarity and empathy ○ Use of Filipino cultural values ○ Effectiveness in achieving social goals 4. Debrief and Reflection <ul style="list-style-type: none"> ● After each roleplay, the teacher facilitates a short reflective discussion with prompts: <ul style="list-style-type: none"> ○ What communication strategies worked well? ○ How did the group demonstrate interpersonal effectiveness? ○ What challenges did you face, and how did you overcome them? 	
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	<p>Materials Needed</p> <ul style="list-style-type: none">• Scenario cards or slips• Simulation Planner Worksheets• Peer and teacher feedback rubrics• Reflection prompts (optional handout or slide) <p>Optional Scaffolding for Unit Performance</p> <p>This simulation helps students practice and refine communication strategies in various contexts, preparing them for a culminating unit performance task like:</p> <ul style="list-style-type: none">• A video blog (vlog) on real-life communication challenges• A community outreach simulation• A panel discussion or advocacy pitch using communication principles <p>Role-Play Rubric: Interpersonal Communication in Context</p> <table><tr><th>Criteria</th><th>Beginning (1)</th><th>Developing (2)</th><th>Proficient (3)</th><th>Excellent (4)</th></tr><tr><td>1. Appropriateness of Communication Strategies</td><td>Uses inappropriate strategies for the context; tone and language are not suited to the situation.</td><td>Some attempt appropriateness, but strategies may be mismatched to the situation or audience.</td><td>Uses mostly appropriate strategies, with minor lapses in tone or formality; shows awareness of context and audience.</td><td>Demonstrates highly appropriate strategies based on context, relationship, and purpose; tone, language, and gestures are consistently suitable.</td></tr><tr><td>2. Clarity and Empathy</td><td>Message is unclear; lacks empathy or disregards others' feelings.</td><td>Communication lacks clarity in parts; empathy is attempted but not consistently evident.</td><td>Communicates ideas with minor lapses in clarity; shows empathy and attempts to connect with others' feelings.</td><td>Communicates clearly and confidently; actively listens; shows strong empathy through tone, responses, and</td></tr></table>	Criteria	Beginning (1)	Developing (2)	Proficient (3)	Excellent (4)	1. Appropriateness of Communication Strategies	Uses inappropriate strategies for the context; tone and language are not suited to the situation.	Some attempt appropriateness, but strategies may be mismatched to the situation or audience.	Uses mostly appropriate strategies, with minor lapses in tone or formality; shows awareness of context and audience.	Demonstrates highly appropriate strategies based on context, relationship, and purpose; tone, language, and gestures are consistently suitable.	2. Clarity and Empathy	Message is unclear; lacks empathy or disregards others' feelings.	Communication lacks clarity in parts; empathy is attempted but not consistently evident.	Communicates ideas with minor lapses in clarity; shows empathy and attempts to connect with others' feelings.	Communicates clearly and confidently; actively listens; shows strong empathy through tone, responses, and	
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					non-verbal cues.	
	3. Use of Filipino Cultural Values	No evident use of Filipino cultural values in communication.	Shows minimal connection to Filipino values; use may be superficial or unclear.	Demonstrates some Filipino values relevant to the situation.	Clearly integrates Filipino values (e.g., pakikisama, hiya, utang na loob) in speech, actions, and decisions.	
	4. Effectiveness in Achieving Social Goals	Does not achieve a goal; communication causes confusion or tension.	Partially achieves goal; outcome is unclear or only partly effective.	Mostly achieves the goal; message is received well and relationship is maintained.	Fully achieves the intended outcome (e.g., resolving conflict, making a request, giving feedback) while maintaining positive relationships.	
	Scoring Guide <ul style="list-style-type: none"> ● 16–14: Outstanding performance; demonstrates strong interpersonal competence. ● 13–10: Proficient; shows a good understanding of some areas for growth. ● 9–6: Developing; needs improvement in clarity, empathy, or cultural awareness. ● 5–4: Beginning; limited communication effectiveness and cultural integration. 					

			valuing student voice - through personal reflections, —allowing the lesson to adapt to what students truly experienced and learned. This deepens ownership and understanding of effective communication as a tool toward interpersonal effectiveness.																																
	3. Evaluating Learning OPTION 1 Scenario Sorting Activity: “Match and Act” Directions: <ul style="list-style-type: none"> • Provide learners with ten short scenarios (from home, school, and community). • Learners sort them into: <ol style="list-style-type: none"> 1. High interpersonal effectiveness 2. Low interpersonal effectiveness • Then, they suggest better verbal and nonverbal strategies for the “low effectiveness” ones. 		Directions to the Teacher: To facilitate the two optional activities under Evaluating Learning, begin by setting clear expectations for honest answering of the activity. For Option 1: Scenario Sorting Activity: “Match and Act” to be answered in the worksheets. For Option 2: Quick Check Quest, to be answered in the worksheets. Annotation on Instruction Delivery Framework: This part of the lesson applies to the <i>Instruction Delivery Framework</i> by being relevant, as students evaluate their real experiences in effective communication as a tool in interpersonal effectiveness. It is reflective, since all two activities prompt students to analyze the actions and behaviors – in the given social situations.																																
	<table> <tr> <th></th><th>Scenario</th><th>Setting</th><th>Effective</th></tr> <tr> <td>1</td><td>You raise your voice and walk out during a disagreement with your younger sibling.</td><td>Home</td><td> Ineffective</td></tr> <tr> <td>2</td><td>You calmly explain your side to your teacher after being misunderstood about a late submission.</td><td>School</td><td> Effective</td></tr> <tr> <td>3</td><td>You ignore a neighbor who greets you because you're in a bad mood.</td><td>Community</td><td> Ineffective</td></tr> <tr> <td>4</td><td>During a group project, you listen actively and summarize others' points before giving them your own.</td><td>School</td><td> Effective</td></tr> <tr> <td>5</td><td>Your parents ask about your day, but you reply with one-word answers while strolling through your phone.</td><td>Home</td><td> Ineffective</td></tr> <tr> <td>6</td><td>You maintain eye contact and speak clearly while requesting barangay help for your youth event.</td><td>Community</td><td> Effective</td></tr> <tr> <td>7</td><td>A classmate is upset, and you say “Okay, whatever” and walk away.</td><td>School</td><td> Needs Improvement</td></tr> </table>		Scenario	Setting	Effective	1	You raise your voice and walk out during a disagreement with your younger sibling.	Home	 Ineffective	2	You calmly explain your side to your teacher after being misunderstood about a late submission.	School	 Effective	3	You ignore a neighbor who greets you because you're in a bad mood.	Community	 Ineffective	4	During a group project, you listen actively and summarize others' points before giving them your own.	School	 Effective	5	Your parents ask about your day, but you reply with one-word answers while strolling through your phone.	Home	 Ineffective	6	You maintain eye contact and speak clearly while requesting barangay help for your youth event.	Community	 Effective	7	A classmate is upset, and you say “Okay, whatever” and walk away.	School	 Needs Improvement		
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8	You thank your lola for preparing lunch and ask how you can help with a smile.	Home	● Effective	
9	You join a barangay clean-up but complain loudly about the heat the whole time.	Community	● Ineffective	
10	You clarify misheard instruction in a respectful tone during a group meeting.	School	● Effective	

OPTION 2

Quick Check Quiz:

Directions: Read each item carefully. For multiple choices and true/false, circle your answer. For short answer items, respond in 1–2 sentences.

Part A: TRUE or FALSE (Items 1–4)

1. T / F: Interpersonal effectiveness means always agreeing with others to avoid conflict.
2. T / F: Using *po* and *opo* is an example of culturally appropriate communication in Filipino homes.
3. T / F: Nonverbal communication, such as eye contact and body posture, has little effect in group discussions.
4. T / F: Active listening includes nodding, paraphrasing, and avoiding interruptions during conversation.

Part B: MULTIPLE CHOICE (Items 5–7)

5. Which of the following best describes interpersonal effectiveness in school?
 - A. Staying silent to avoid arguments
 - B. Avoiding group work
 - C. Giving feedback respectfully during group tasks
 - D. Ignoring classmates who are difficult
6. In the community setting, which scenario shows effective communication?
 - A. Shouting at neighbors during barangay meetings
 - B. Listening to others' opinions before presenting your own
 - C. Refusing to talk when you disagree
 - D. Walking away during conflict
7. Which of the following is not a good nonverbal communication practice?
 - A. Slouching while speaking
 - B. Nodding to show understanding
 - C. Maintaining appropriate eye contact

	<p>D. Smiling while greeting someone</p> <p>Part C: SHORT ANSWER (Items 8–10)</p> <ol style="list-style-type: none"> 8. Give one example of interpersonal effectiveness at home and explain why it is effective. 9. What is one situation in school where effective communication improves relationships? 10. Name one verbal and one nonverbal strategy you can use to resolve a misunderstanding in the community. <p>Educational Technology Integration: Quiz delivered through Google Forms or Kahoot. Immediate automated feedback.</p>	
	<p>4. Additional Activities OPTION 1</p> <p>Walk and Talk (Verbal Communication Focus)</p> <p>Objective: To develop clarity, tone control, and confidence in verbal communication. Time: 10–15 minutes</p> <p>How to Play:</p> <ol style="list-style-type: none"> 1. Students walk around the room casually while music plays. 2. When the music stops, they turn to the nearest person and discuss a quick prompt (teacher provides it). <ul style="list-style-type: none"> ○ Example prompts: “Talk about your dream job,” “Describe a difficult conversation,” or “How do you show respect?” 3. Emphasize tone, eye contact, and active listening. 4. Repeat 2–3 rounds with different partners. <p>Debrief Questions:</p> <ul style="list-style-type: none"> • What communication habits did you notice in yourself? • Was it easy to express yourself clearly while moving? Why or why not? • How do you feel when someone listens to you attentively? 	<p>Directions to the Teacher: To facilitate the two optional activities under <i>Additional Activities</i>, begin by setting the students to the activity and clearly explain the task.</p> <p>For Option 1 – Walk and Talk, leads to personalized learning and articulating lessons in a physical activity.</p> <p>For Option 2 - “Communication Relay” – (Fun, Fast-Paced, Collaborative, helps the learners to personalize the concept of interpersonal effectiveness across contexts.</p> <p>Annotation on the Instruction Delivery Framework: These additional activities are intentionally designed to be relevant, reflective, and responsive. They are relevant because they mirror real-life</p>

	<p>OPTION 2</p> <p>Communication Relay (Fun, Fast-Paced, Collaborative)</p> <p>Objective: To encourage teamwork, clarity of speech, and non-verbal cooperation. Time: 15 minutes</p> <p>How to Play:</p> <ol style="list-style-type: none"> 1. Prepare 2–3 relay teams (5 - 6 in each group). Each team lines up on one side of the room. 2. One at a time, a runner gets a message or gesture from the teacher. <ul style="list-style-type: none"> o Verbal version: A tongue twister or phrase o Non-verbal version: An emotion to act out (e.g., excitement, boredom, fear) 3. The runner goes to the other side and relays the message or acts out the emotion to the next teammate, who repeats it to the next, and so on. 4. The final person shares the message or guesses the emotion. <p>Debrief Questions:</p> <ul style="list-style-type: none"> • How did the message change as it was passed on? • What helped or hurt clarity? • How is this like a real-life communication problem? <p>Numeracy Integration: Time relay completion. Compare accuracy rates among teams.</p> <p>Educational Technology Integration: Use digital stopwatch apps. Record performances for playback and reflection.</p> <p>Wrap-up Idea:</p> <p>End with a Mindful Communication Walk — students pair up and take a slow, mindful walk outside or around the classroom while taking turns talking and listening mindfully and close it with a breathing exercise.</p>	<p>interpersonal effectiveness in social situations. The activities are reflective - encouraging students to assess their responses to group, write essays on their thoughts about the topic. Finally, they are responsive by allowing multiple modes of participation. Each task provides an authentic context for what they have learned.</p>
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V. ASSESSMENT
(Assessing Learnings)

I. Multiple Choice (1 point each)

Choose the best answer. Write the letter of your choice on the blank after the number.

- ____ 1. What is the best definition of interpersonal effectiveness?
 - A. Avoiding conflict by staying silent
 - B. Controlling how others think or act
 - C. Interacting with others clearly and respectfully
 - D. Expressing your opinions without listening to others
- ____ 2. Which Filipino value refers to working together for a shared community goal?
 - A. Paggalang
 - B. Pakikisama
 - C. Bayanihan
 - D. Pakikipagkapwa-tao
- ____ 3. Which of the following shows ineffective communication at school?
 - A. Participating actively in group discussions
 - B. Blaming others when work is incomplete
 - C. Listening to the teacher before responding
 - D. Asking questions politely
- ____ 4. Which gesture best demonstrates paggalang?
 - A. Eyebrow raise
 - B. Smiling at a friend
 - C. Saying “po” and “opo”
 - D. Shaking hands with a teacher
- ____ 5. What should you do if you disagree with sibling at home?
 - A. Walk away and ignore them
 - B. Yell until they agree with you
 - C. Listen and suggest a compromise
 - D. Post about the issue on social media

II. Identification (1 point each)

Identify what is asked:

- ____ 6. Filipino value that means treating others as fellow human beings.
- ____ 7. Common Filipino nonverbal gesture that shows respect to elders.
- ____ 8. Barrier that happens when a message is misunderstood due to tone or unclear words.
- ____ 9. Speaking courtesy and appropriateness in different settings is part of this skill.
- ____ 10. A respectful way to ask for help in Filipino.

III. True or False (1 point each)

Write T if the statement is true and F if it is false.

- ____ 11. Saying “Why do I always have to do everything?” is a clear and effective message.
- ____ 12. Active listening means waiting for your turn and acknowledging others’ views.
- ____ 13. Sarcasm is often helpful when resolving conflict.
- ____ 14. Online communication can lead to miscommunication due to lack of nonverbal cues.
- ____ 15. “Kap, maaari po ba kaming humingi ng tulong?” is a respectful way to talk to a barangay official.

IV. Short Answer (3 points each)

Answer 2–3 sentences.

16. Why is interpersonal effectiveness important in your daily life as a student?

17. How can you show effective communication at home when expressing concern to your parents?

18. What are two ways to improve your interpersonal skills when working in a group project at school?

Scoring:

- 3 Points - Excellent response demonstrating clear understanding, application, and complete explanation.
- 2 Points - Satisfactory response showing basic understanding with some supporting details.
- 1 Point - Limited response showing minimal understanding and insufficient explanation.

V. Situational Essay (5 points)

Choose one of the following situations. Write 5–7 sentences. Use respectful and effective communication.

A. A classmate is not contributing to a group project. How would you address the issue?

B. You want to join a barangay youth clean-up drive, but your parents are unsure about it. How would you convince them respectfully?

Scoring:

- 3 Points - Excellent response demonstrating clear understanding, application, and complete explanation.
- 2 Points - Satisfactory response showing basic understanding with some supporting details.
- 1 Point - Limited response showing minimal understanding and insufficient explanation.

Answer Key (For Teacher Use)

Multiple Choice:

- 1. C
- 2. C
- 3. B
- 4. C
- 5. C

	<p>Identification:</p> <p>6. <i>Pakikipagkapwa-tao</i> 7. <i>Pagmamano</i> 8. <i>Miscommunication</i> 9. <i>Verbal Communication</i> 10. <i>Pwede mo ba akong tulungan?</i></p> <p>True or False:</p> <p>11. <i>F</i> 12. <i>T</i> 13. <i>F</i> 14. <i>T</i> 15. <i>T</i></p> <p>Directions to the Teacher: <i>Here's a Summative Test for the topics you outlined on Interpersonal Effectiveness and Communication Skills in the Philippine context. The test includes multiple types of items—multiple choice, identification, short answer, and situational essay—to assess both knowledge and application.</i></p>															
<p>VI. REFLECTION <i>(Feedback and Continuous Improvement)</i></p>	<p><i>This section presents the key highlights and challenges encountered by both teachers and learners during the teaching-learning process throughout the unit. It also includes the adjustments made by the teacher to improve instruction.</i></p> <p>Reflection guide or prompt can be on:</p> <ul style="list-style-type: none"><u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did it?<u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn?<u>ways forward</u> What could I have done differently? What can I explore in the next lesson? <table><tr><td><i>Note observations on any of the following areas:</i></td><td>Effective Practices</td><td>Challenges Encountered</td></tr><tr><td><i>strategies explored</i></td><td></td><td></td></tr><tr><td><i>materials used</i></td><td></td><td></td></tr><tr><td><i>learner engagement/ interaction</i></td><td></td><td></td></tr><tr><td><i>Others</i></td><td></td><td></td></tr></table>	<i>Note observations on any of the following areas:</i>	Effective Practices	Challenges Encountered	<i>strategies explored</i>			<i>materials used</i>			<i>learner engagement/ interaction</i>			<i>Others</i>		
<i>Note observations on any of the following areas:</i>	Effective Practices	Challenges Encountered														
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<i>materials used</i>																
<i>learner engagement/ interaction</i>																
<i>Others</i>																

Content/Topic	Relational Harmony	Lesson Exemplar	9
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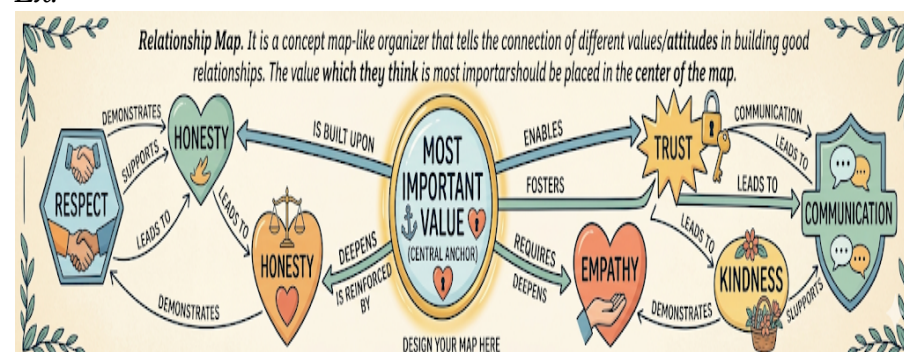
I. OBJECTIVES		
A. Content Standard	<i>The learner demonstrates an understanding of the value of interpersonal effectiveness in achieving social competence.</i>	
B. Performance Standard	<i>The learner engages in collaborative work that showcases interpersonal effectiveness.</i>	
C. Learning Competencies	<i>Apply interpersonal effectiveness, principles, and practices in different social situations.</i>	
II. REFERENCES and MATERIALS (Selecting Resources and Material)	<ul style="list-style-type: none"> • ABS-CBN Star Music. "Imogen – Sana (Performance Video)." YouTube video, 2023. https://www.youtube.com/watch?v=7p_HUxOVr4w. • ABS-CBN Star Music. "Basketball Brawl." YouTube video, n.d. https://www.youtube.com/watch?v=t5zFt9Rlui4. • ABS-CBN Star Music. "School Bullying." YouTube video, n.d. https://www.youtube.com/watch?v=9Wj_y1AXolE. • Facebook. "Road Rage." Facebook Reel, n.d. https://www.facebook.com/reel/1000824115978040. • Learners' Activity Sheet • Smart TV 	
III. CONTENT (Sequencing Content)	Relational Harmony <ul style="list-style-type: none"> • Empathy, Pro-social Behavior, Other-centeredness, and Pakikipagkapwa • Compassion, Fairness, and Kindness • Collaboration 	
IV. OBJECTIVES (Setting Clear Objectives and Analyzing the Tasks)	<i>At the end of the session, the learners will be able to:</i> <ul style="list-style-type: none"> • Determine life skills, principles, and practices of relational harmony • Relate experiences that show the importance of relational harmony • Exhibit principles and practices of Relational Harmony 	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	1. Activating Prior Knowledge "Good day, class! Today marks another exciting session as we introduce a highly relevant topic for this week. This topic will mostly consist of you sharing your own life experiences." Option 1: Song Interpretation	Teachers may choose from various options, considering the learners, context, and availability of materials. Additionally, they may look for additional resources that they believe will further enhance the lesson. However, be it chosen or self-

The teacher will let the learners watch the video titled “Sana” by Imogen which can be accessed through https://www.youtube.com/watch?v=7p_HUxOVr4w. After watching, write your favorite line and interpret what values are presented to those lyrics.

Option 2: Relationship Map

The teacher will introduce the Relationship Map. It is a concept map-like organizer that tells the connection of different values/attitudes in building good relationships. The value which they think is most important should be placed in the center of the map.

Ex.



(Generated thru Gemini AI as an example)

Option 3: Walk in My Shoes: A Rational Harmony Exercise (Physical Activity Insertion)

The teacher will group the class and ask the students to think of desirable values and let them portray those values through a scene by giving them 5 minutes to prepare.

Activity Directions:

- **Step 1 (The Setup):** The teacher will instruct the performing group to start walking slowly around space for 10 seconds.

produced activities must be processed immediately after their conduct.

Teachers may choose from various options, considering the learners, context, and availability of materials.

Additionally, they may look for supplementary resources that they believe will further enhance the lesson. However, whether chosen or self-produced, activities must be processed immediately after they are conducted.

The activity involves IDF components such as:

Principle: ---

Aspect: Context

Events: Empathize

	<ul style="list-style-type: none"> • Step 2 (The Action): After 10 seconds, the teacher will shout "Go!" This is the cue for the group to immediately begin acting out a scene that depicts their chosen value. • Step 3 (The Freeze): After the group acts for 10 seconds, the teacher will shout "Freeze!" The performers must instantly freeze in place like statues. • Step 4 (The Guess): While the performers are frozen, the rest of the class will try to guess which value was being portrayed. <p>2. Establishing the Purpose of the Lesson</p> <p>“From the activity we have just conducted, we can easily say that we are surrounded by different desirable values that we look forward to every day.</p> <p>Now, let us try to relate these values to our everyday life.”</p> <p>Option 1: Post-It</p> <ul style="list-style-type: none"> • The teacher will ask the learner to write in a Sticky Note or Meta Card about the values that they think are the most essential in building a relationship. • The student will post them on the board. • The teacher will classify them according to their frequency. • To process the activity, the teacher will ask the learners why they think that values appear to be frequent. <p>Option 2: Survey Board</p> <ul style="list-style-type: none"> • The teacher will post 5 values which help to strengthen relationships (Love, Dedication, Loyalty, Care, and Respect) • Group the class into 4. • Give them 5-10 Minutes to decide how they would distribute their 100 points to the five given values posted on the board • Call a representative from each group and allow them to arrange the 5 posted values and discuss their answer <p>Option 3: Guess that Picture</p> <ul style="list-style-type: none"> • The teacher will show some pictures of values that help establish a relationship and let the student guess the posted values. 	
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	<p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What do you think is the common denominator of this set of values? 2. Do these values contribute to solidifying relationships with one another? 3. How do these values strengthen relationships with one another? 	
B. Instituting New Knowledge	<p>1. Presenting Examples Do you understand now what desirable values are and which of these values strengthen our relationships with one another? Today, we will explore a clearer explanation and deepen our understanding of this lesson.</p> <p>Unlocking of Difficulties.</p> <ul style="list-style-type: none"> • Empathy- Feeling and understanding others' emotions • Pro-Social Behavior- Prioritizing others' well-being • Other-centeredness- Actions intended to benefit others • Pakikipagkapuwa- Filipino value of deep connection and respect for others • Compassion- Ability to recognize and understand someone else's suffering • Fairness- Treating people equally and with respect • Kindness- Expressed thoughtful actions, words, and gestures that uplift others. • Collaboration- Working together to achieve a common goal. <p>Processing Question/s:</p> <ol style="list-style-type: none"> 1. How is harmony seen in various relationships? 2. How do these values that strengthen relationships differ from other values? 3. Why are the following essential in strengthening a relationship? <p>Option 1: Circle of Emotion (Physical Activity Insertion) Students will form small groups and take turns sharing a happy experience. Each student will speak for one minute while the others listen attentively without interruptions. To select the next speaker, all students will raise their hands and count down from 10 to 1. At the end of the countdown, they will point to the person</p>	<p>Teachers may choose from various options, considering the learners, context, and availability of materials. Additionally, they may look for additional resources that they believe will further enhance the lesson. However, be it is chosen or self-produced, activities must be processed immediately after their conduct.</p> <p>The activity involves IDF components such as: Principle: Ideational Aspect: Collaboration Events: Empathize</p>

they believe should share next. The student with the most fingers pointed at them will then share their experience.

Shared experience may focus on

- Empathy
- Pro-social Behavior
- Other-centeredness
- Pakikipagkapwa
- Compassion
- Fairness
- Kindness
- Collaboration

Option 2: Experience Log

The teacher will give the class 10 minutes to log into their personal experience for the last 7 days about the values written in the template. After accomplishing the activity, the class will be grouped into 5 and allow them to share their experience based on their answered output.

Values that Strengthen Relationships	Personal Experience
Empathy	
Pro-social Behavior	
Other-Centeredness	
Pakikipagkapwa	
Compassion	
Fairness	
Kindness	
Collaboration	

Processing Questions:

1. Which of these values—empathy, pro-social behavior, other-centeredness, *pakikipagkapwa*, compassion, fairness, kindness, or collaboration—have you personally practiced in a meaningful way?
2. Can you recall a moment when someone demonstrated one of these values toward you?
3. What challenges have you faced in embodying these values?

2. Discussing New Concept

We're going to explore something truly meaningful qualities that help us build stronger relationships, become better individuals, and create a more compassionate world."

Let me ask you a question, and I want you to just answer it in your head: Think back to a moment when you were going through a tough time, and someone unexpectedly reached out a hand. Remember that sudden wave of relief? Or think about a time you sat in silence, just listening to a friend's struggles, and felt a bond form that words couldn't quite explain. Those quiet, powerful moments aren't just random acts of kindness. They are glimpsing into a fundamental human superpower—and that is exactly what we are going to explore today.

Option 1: Direct Teaching

The Teacher will discuss the following concept:

Relational harmony refers to the state of peaceful and positive interactions between individuals in a relationship, whether it's among family members, friends, colleagues, or communities. It involves mutual respect, effective communication, understanding, and a willingness to support one another. In cultures that value collectivism, such as Filipino culture, relational harmony is deeply connected to concepts like Empathy, Pro-social Behavior, Other-Centeredness, *Pakikipagkapwa*, Compassion, Fairness, Kindness, and Collaboration. It prioritizes avoiding conflict, nurturing connections, and maintaining balance in relationships rather than focusing on individualism.

Empathy - "Empathy is our ability to understand and share the feelings of others. It's more than just saying 'I know how you feel'—it's about truly feeling someone else's emotions as if they were your own." Example: When a friend is feeling sad, instead of just saying, 'Cheer up,' you try to understand why they feel that way and offer comfort."

Pro-Social Behavior - "This is any action that helps or benefits others. It includes kindness, sharing, and cooperation." Example: Helping a classmate who dropped their books,

	<p>donating to charity, or assisting someone in need without expecting anything in return.”</p> <p>Other-Centeredness - “This is about putting others before ourselves—not in a way that neglects our own needs, but in a way that promotes mutual respect and care.” Example: When making decisions, we consider how they affect others rather than just ourselves.”</p> <p>Pakikipagkapuwa - “This is a uniquely Filipino value that means treating others as fellow human beings. It’s about deep connection, respect, and being considerate to those around us.” Example: Helping neighbors during difficult times, showing gratitude, and maintaining harmonious relationships.”</p> <p>Compassion is more than just feeling sorry for someone—it’s about understanding their struggles and taking action to help. Example: When you see a classmate feeling down, showing compassion means offering support instead of ignoring their feelings.</p> <p>Fairness – Being fair means treating everyone with equality and respect, giving each person a chance to be heard and valued. Example: A teacher assigning group tasks and making sure everyone gets an equal role promotes fairness.</p> <p>Kindness is the simple act of making someone’s day better, whether through words, actions, or small gestures. Example: Smiling at a friend, sharing notes, or offering help when someone is struggling all show kindness.</p> <p>Collaboration means working together toward a shared goal. It teaches teamwork, patience, and understanding. Example: In a group project, students listen to each other's ideas, divide tasks equally, and support one another to succeed.</p> <p>Option 2: Kindness Jar</p> <p>Fill a jar with strips of paper that contain random acts of values that build interpersonal relationships such as:</p> <ol style="list-style-type: none"> Tell a positive joke to a classmate Compliment a classmate Help a classmate in need Share lunch with a classmate Spend time with a friend 	
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	<p>f. Help teacher g. Send an appreciation card to your friends or teachers</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. How did you feel while doing random acts of kindness? 2. How did the other person feel when you did the act of kindness? 3. How will these random acts of kindness affect class relations if these are continuously practiced? <p>3. Developing Mastery “Since you have already gained knowledge about Relational Harmony, let's deepen your understanding further. To better grasp this concept, relate and apply it to your personal experiences by doing the following activity.”</p> <p>Option 1: Peer Reflection Using the same group, the teacher will ask each member if they have already experienced empathy, pro-social, and other Relational Harmony within the group. Example Sharing Student A: I experienced <i>pakikipagkapwa</i> with Student B when I was new in this group. Student B let me feel that I belong and I can contribute to the success of this group</p> <p>Option 2: You are Valued and Loved Have you ever felt hurt? What made you feel better? Write a letter to someone who is currently hurting because of an illness or something bad that happened. Let them feel loved and valued. Processing Question/s: <ol style="list-style-type: none"> 1. Who did you write the letter to? 2. How did you feel about writing the letter? 3. How did the recipient feel about the letter? 4. What other acts of kindness can you practice? </p> <p>Option 3: Change the Scene</p>	<p>Note for Option 2: Teacher will still “seamlessly” discuss Option 1 as the teacher integrates it with the answer of the learner.</p> <p>Teachers may choose from various options, considering the learners, context, and availability of materials.</p>
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	<p>The teacher will post some of the current issues where Relational Harmony may be applied and ask some of the students to share their personal views.</p> <p>Example of Current Issues Related to Relational Harmony</p> <ul style="list-style-type: none"> • Road Rage (see link: https://www.facebook.com/reel/1000824115978040) • Basketball Brawl (see link: https://www.youtube.com/watch?v=t5zFt9RIui4) • School Bullying (see link: https://www.youtube.com/watch?v=9Wj_y1AXolE) 	<p>Additionally, they may look for additional resources that they believe will further enhance the lesson. However, be it chosen or self-produced, activities must be processed immediately after their conduct.</p> <p>The activity involves IDF components such as: Principle: Ideational Aspect: Collaboration Events: Empathize1</p>
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p>Since you have already gained knowledge about Relational Harmony, let's deepen your understanding further. To better grasp this concept, relate and apply it to your personal experiences by doing the following activity.</p> <p>Option 1: Seeing the World Through Another's Eyes</p> <p>The teacher will describe a few situations and wants the learners to tell how this Relational Harmony could be applied.</p> <p>For example, if the teacher says, 'A new student feels shy and leaves out in class,' what will you do? The answer may be done through a role-play</p> <ul style="list-style-type: none"> • Group 1: Empathy • Group 2: Prosocial Behavior • Group 3: Other-centeredness • Group 4: <i>Pakikipagkapwa</i> • Group 5: Compassion • Group 6: Fairness • Group 7: Kindness • Group 8: Collaboration <p>Option 2: Write what is Right</p> <p><i>The learner will choose one of the Relational Harmony values and think of a person who best represents those values. The learner will make a 3-paragraph essay on why this person modelled this</i></p>	<p>Teachers may choose from various options, considering the learners, context, and availability of materials.</p> <p>Additionally, they may look for additional resources that they believe will further enhance the lesson. However, be it chosen or self-produce, activities must be processed immediately after conducting.</p> <p>The activity involves IDF components such as: Principle: Integrative Aspect: Collaboration Events: Empathize</p>

value and how they can/adopt this. The learner may add “receipt” or any evidence that proves their/claim. He/she may post his/her resume while reading the essay.

2. Making Generalizations

After completing various activities to enhance your knowledge, we will now summarize what we have learned and reflect on how we can further expand our understanding of this lesson.

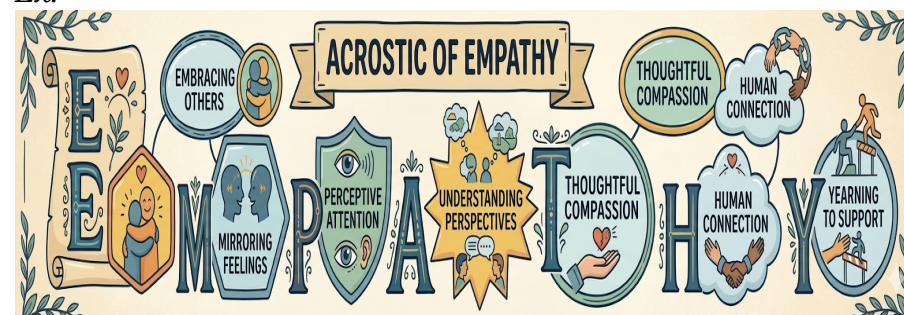
Option 1: Exit Ticket Challenge (Physical Activity Insertion)

This will be done before leaving the classroom. The student will line up and complete the statement “I learned that _____ and I also realized that _____” After that, the learner will perform his/her favorite TikTok dance as a sign of their success.

Option 2: Spell It Out

The student will choose one among the Relational Harmony Values and needs to spell out the word by choosing words related to that of the chosen values

Ex.



(Generated thru Gemini AI as an example)

Option 3: Vlog-Values Blog

The teacher will ask the student to create a 60-second Vlog by flexing any school personnel (teacher, utility, school admin) which exhibits the characteristics of the different Relational Harmony. Social Media Challenge. Post acts showing kindness or empathy on your social media page. Challenge a friend or a classmate to do the same.

Teachers may choose from various options, considering the learners, context, and availability of materials. Additionally, they may look for supplementary resources that they believe will further enhance the lesson. However, whether chosen or self-produced, activities must be processed immediately after they are conducted.

The activity involves IDF components such as:
Principle: Ideational
Aspect: Connection
Events: Experience

	<p>3. Evaluating Learning</p> <p>After studying the key concepts of Relational Harmony and reflecting them, we will now proceed to your assessment to measure how deeply you have understood this week's lessons and determine if we are ready to move on to the next topic.</p> <p>Option 1: 10-Item Quiz</p> <p>Read each statement carefully. Choose the letter of the correct answer.</p> <ol style="list-style-type: none"> What best describes the value of compassion? <ol style="list-style-type: none"> Feeling sorry for someone in need Avoiding people with problems Understanding someone's struggles and taking action to help Advising without listening Which of the following actions best shows fairness? <ol style="list-style-type: none"> Letting your friends go first because they're your favorites Giving everyone an equal chance to speak and be heard Ignoring people, you don't agree with Making decisions based on popularity Helping a classmate understand a difficult lesson is an example of: <ol style="list-style-type: none"> Kindness Pride Jealousy Competition What does collaboration teach us? <ol style="list-style-type: none"> How to always get our way How to work alone effectively Teamwork, patience, and understanding How to avoid disagreements How is empathy different from sympathy? <ol style="list-style-type: none"> Empathy is ignoring emotions, sympathy is showing them Empathy means deeply understanding and sharing feelings Sympathy is always more powerful than empathy They mean the same thing Which behavior is an example of pro-social behavior? 	<p>Answer Key:</p> <ol style="list-style-type: none"> C B A C B C C B C C
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	<ul style="list-style-type: none"> a. Keeping your belongings to yourself b. Refusing to help unless there is a reward c. Sharing your lunch with a hungry friend d. Ignoring a classmate who needs help <p>7. Other-centeredness involves:</p> <ul style="list-style-type: none"> a. Putting others first while ignoring your own needs b. Always saying yes to others c. Promoting mutual care while also respecting yourself d. Avoiding others' problems to maintain peace <p>8. What makes Pakikipagkapuwa unique among the values listed?</p> <ul style="list-style-type: none"> a. It's focused only on personal success b. It's a Filipino value about treating others as equals and human beings c. It's a business principle d. It means following the rules without question <p>9. Which scenario shows a lack of kindness?</p> <ul style="list-style-type: none"> a. Complimenting someone who looks sad b. Holding the door for someone c. Laughing at someone's mistake in front of others d. Helping someone pick up their dropped books <p>10. What do all the listed values (compassion, fairness, kindness, etc.) have in common?</p> <ul style="list-style-type: none"> a. They focus on winning and being the best b. They are only useful in school c. They help build stronger, more caring communities d. They encourage people to keep to themselves <p>Option 2: Scene-vestigator</p> <p>Read the following statement carefully. Identify what specific values among the Relational Harmony are being described.</p> <ol style="list-style-type: none"> 1. Anna notices her classmate Miguel sitting alone, looking upset after receiving a low grade. Instead of ignoring him, Anna sits beside him, listens without judgment, and offers to help him study after school. 2. During a group game, Jayden makes sure everyone takes turns equally, even though his best friend wants to go twice. He explains, "Everyone deserves a fair chance." 	<p>Answer Key</p> <ol style="list-style-type: none"> 1. Compassion 2. Fairness 3. Kindness 4. Collaboration 5. Empathy 6. Pro-Social 7. Other-Centeredness 8. Pakikipagkapuwa
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3. Lena sees a stranger struggling to carry groceries and offers to help them with their car, even though she's in a hurry. The stranger smiles and thanks her, saying it made their day.
4. For a class project, four students with different ideas agree to combine their strengths. One designs, another writes, one does research, and another presents. They support each other and complete the project successfully.
5. When Amir's friend tells him she's nervous about her parents divorcing, he doesn't just say, "It'll be fine." Instead, he says, "That must feel really scary. I'm here if you want to talk."
6. During lunch, Sam notices that a new student doesn't have a seat. He waves him over and introduces him to the group, helping him feel welcome.
7. Elise wants to win a competition, but she notices her teammate is struggling emotionally. She pauses her own prep to check in and offer support, believing their well-being matters more than just winning.
8. During a community clean-up, Miguel sees a homeless person nearby. Instead of avoiding him, he offers him water and speaks to him respectfully, treating him as an equal human being, not just someone "in need".

4. Additional Activities

The student will search, print, or nonprint news material about the 8 relational harmony-related concepts.

"For our final activity, you are expected to create an artistic output that will summarize what you have learned throughout the entire session. This will serve as your culminating output/performance"

Option 1: Relational Harmony: The Movie

After the group presentations, the class will engage in video-making activities. This exercise will help students practice the values actively and creatively. Each group will be assigned a different scenario that requires the value they were discussing. Groups will take turns acting out their scenarios. The group members will role-play different parts of the scenario, focusing on how they can demonstrate the assigned value in action.

	<p>Empathy: A student imagines what it's like to be new to the school and speaks to the feelings of a new student.</p> <p>Pro-Social Behavior: A student notices someone being excluded and actively works to include them in a group activity.</p> <p>Other-Centeredness: A student helps a friend with their homework before focusing on their own.</p> <p>Pakikipagkapuwa: A student greets a janitor or community member with respect, treating them like an equal part of the community.</p> <p>Compassion: One student pretends to be a friend going through a tough time (e.g., loss of a pet), while another student offers comfort and help.</p> <p>Fairness: During a classroom debate, one student ensures that everyone gets an equal chance to speak and listens to others respectfully.</p> <p>Kindness: One student performs a small, kind gesture, like sharing their lunch with a classmate who forgot theirs.</p> <p>Collaboration: Students work together on solving a classroom problem, such as planning an event or designing a poster.</p>				
VI. ASSESSMENT <i>(Assessing Learnings)</i>	Rubric:				
	Criteria / Objective	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
	<p>1. Knowledge of Skills, Principles, & Practices</p> <p><i>(Objective: Determine life skills, principles, and practices)</i></p>	<p>Accurately identifies and deeply explains core principles (e.g., active listening, empathy, boundary-setting). Clearly distinguishes between internal attitudes and external practices.</p>	<p>Accurately identifies core principles and practices of relational harmony with clear, basic definitions.</p>	<p>Identifies some principles or practices, but explanations are vague, superficial, or contain minor misconceptions.</p>	<p>Struggles to identify or define basic principles or practices of relational harmony.</p>

	<p>2. Personal Reflection & Relevancy</p> <p><i>(Objective: Relate experiences that show importance)</i></p>	Shares highly relevant personal or observed experiences, explicitly linking them to how relational harmony (or its absence) impacts well-being and connection.	Shares relevant experience and clearly states why relational harmony was important in that specific context.	Shares an experience, but the connection to the importance of relational harmony is weak, unclear, or treated as an afterthought.	Recounts an experience without relating it to relational harmony or fails to share an experience entirely.
	<p>3. Application & Exhibition</p> <p><i>(Objective: Exhibit principles and practices)</i></p>	Consistently models harmony-building behaviors (e.g., respectful communication, collaborative problem-solving) even during conflict or simulated challenges.	Consistently exhibits basic practices of relational harmony (e.g., polite engagement, cooperative attitude) in standard interactions.	Occasionally exhibits relational harmony practices but inconsistently applies to them when tension or differences arise.	Rarely or never exhibits relational harmony practices; behavior may actively disrupt harmony or disregard others.
<p>Option 2: Video-cacy</p> <p>The learner will be assigned to each 8 Relational Harmony related values and need to submit an advocacy in a form of video. In a persuasive manner, how will they advocate and encourage other learners to exhibit this Relational Harmony.</p>					
<p>VII. REFLECTION</p> <p><i>(Feedback and Continuous Improvement)</i></p>	<p><i>The teacher will ask the student how to apply the different values related to Relational Harmony in the following context</i></p> <ul style="list-style-type: none"> • Home • School • Community • Church 				
<p>VIII. USE OF GENERATIVE AI</p>	<p>In preparing this Learning Exemplar (LE), the author(s) used Gemini AI in order to recreate diagrams, check grammar for correction and rubrics. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</p>				

Content/Topic	Social Interaction through Group Activities, Team Sports (including Laro ng Lahi) and Recreational and Rhythmic Activities	Lesson Exemplar	10
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I. OBJECTIVES	
A. Content Standard	<p><i>The learners demonstrate understanding of the interconnectedness of developmental tasks, protective and risk factors, sense of self, and health and wellness in their transition from late adolescence to early adulthood.</i></p> <p><i>The learners demonstrate understanding of the value of interpersonal effectiveness in achieving social competence.</i></p>
B. Performance Standard	<i>The learners reflect on their personal experiences as adolescents in terms of developmental tasks, protective and risk factors, sense of self, and health and wellness. The learners engage in collaborative work that showcases interpersonal effectiveness.</i>
C. Learning Competencies	<p><i>Apply skills in enhancing social interaction through different social activities</i></p> <ul style="list-style-type: none"> • <i>Group Activities</i> • <i>Team Sports (including Laro ng Lahi)</i> • <i>Recreational and Rhythmic Activities</i>
II. REFERENCES and MATERIALS (<i>Selecting Resources and Material</i>)	<p><i>Online References:</i></p> <p>-DBT.tools. 2025. "DEAR MAN Skill." Accessed June 4, 2025. https://dbt.tools/interpersonal_effectiveness/dear-man.php</p> <p>-Department of Education. (n.d.). Physical Education and Health Learner's Material Grade 10. Learning Resource Management and Development System. Retrieved June 6, 2025, from https://lrmds.deped.gov.ph/detail/14449</p> <p>-Dizer, Ronualdo, Ian Lawrence N. Logan, and Kenneth Marius R. Raval. 2022. "Laro ng Lahi: A Study on the Perceived Benefits of Playing Indigenous Games on the Holistic Development of Filipinos Born in the '80s." Philippine Journal of Social Sciences and Humanities 27: 91–114. https://pjssh.upv.edu.ph/wp-content/uploads/2024/05/91-114-PJSSH-22-27-D01_Laro-ng-Lahi.pdf</p> <p>-Amiel, N. Y. (2023). The role of team sports in fostering inclusivity and empathy among diverse student groups. Cross-Cultural Management Journal, XXV, Issue (2/2023), 87-92. https://seaopenresearch.eu/Journals/articles/CMJ2023_I2_1.pdf</p> <p>-Website: https://www.ted.com/topics/sports</p> <p><i>Online Videos:</i></p> <p>-Dylan Schubert Channel. "Understanding Team Sports." YouTube video, 10:15. May, 31, 2017 https://www.youtube.com/watch?v=y0FtXhSu0J0.</p> <p>-DFAPhilippines. "Barriolympics: Philippines Traditional Games." YouTube video, 8:53. https://www.youtube.com/watch?v=LoeLo5HfVL4</p>

	<p>-TEDx Talks, “The Importance of Team Sports for Teenage Development.” YouTube video, 9:25 https://www.youtube.com/watch?v=HaCaGhNQpNM</p> <p>Department of Education (2020) Rhythmic Activities for Social and Emotional Learning. Available at: https://lrmds.deped.gov.ph/detail/19197 (Accessed: 6 June 2025).</p> <p>Ulis, A. (n.d.) Active & Passive Activities. Available at: https://prezi.com/bawtsvzinyde/active-passive-activities/ (Accessed: 6 June 2025).</p> <p>Department of Education (2016) K to 12 Curriculum Guide: Physical Education. Available at: https://www.deped.gov.ph/wp-content/uploads/2019/01/PE-CG_with-tagged-marks.pdf (Accessed: 6 June 2025).</p>	
III. CONTENT (Sequencing Content)	<i>Social Interaction through Group Activities, Team Sports (including Laro ng Lahi) and Recreational and Rhythmic Activities</i>	
IV. OBJECTIVES (Setting Clear Objectives and Analyzing the Tasks)	<ol style="list-style-type: none"> 1. Identify different social interactions through social and physical activities; 2. Explain the importance of social and physical activities (e.g., group activities, team sports, and recreational or rhythmic activities) in achieving social competence. 3. Practice teamwork and fair play while participating in group activities, team sports, and recreational or rhythmic activities. 	
V. PROCEDURES	ANNOTATIONS	
A. Activating Prior Knowledge	<p>1. Activating Prior Knowledge</p> <p>Numeracy Integration</p> <p>Social Interaction Scoreboard</p> <p>Task</p> <ul style="list-style-type: none"> • Learners will quantify aspects of teamwork and social interaction during a group activity, then analyze the results to understand how numbers reflect interpersonal effectiveness. <p>Directions:</p> <p>Form Groups: Ask volunteers and form 2 groups with 6 members.</p> <p>Choose Activity: Each group participates in a short team sport or Filipino game (e.g., <i>Patintero</i>, basketball mini-game, or <i>Tumbang Preso</i>).</p> <p>Assign Recorders: The rest of the class will record the events such as Supportive comments, Instances of</p>	<p><i>This part is mandatory to comply and explicitly integrated numeracy in the lesson across all the learning areas.</i></p>

	<p>cooperation, Conflicts or disagreements, Successful plays/moves</p> <p>Compute Totals: At the end of the activity, groups calculate:</p> <p>Total supportive comments vs. conflicts</p> <p>Percentage of cooperative actions vs. individual actions</p> <p>Ratio of successful plays to errors</p> <p>Present Findings: Each group shares their numbers with the class and explains what the data reveals about their teamwork and communication.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What did the numbers show about your group's teamwork? 2. Did supportive communication increase successful plays? 3. How can quantifying social interaction help us improve group dynamics? <p>1. Establishing the Purpose of the Lesson</p> <p>Option 1 (Group Activity): Big Question Posting</p> <p>Post the essential question on the board: "How do we become effective team members in school and beyond?" Ask students to respond using sticky notes and paste them on the board.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Which of the sticky note answers do you personally relate to the most, and why? 	<p><i>The teacher will choose a task from the three options. Since activities are interconnected, make sure that the chosen Option will be consistent to up to the end of the lesson (If you choose Option 1, choose Option 1 until the end)</i></p> <p><i>Note: Option are thematic.</i></p> <p><i>Option 1- Group Activity</i></p> <p><i>Option 2- Team Sports</i></p> <p><i>Option 3- Recreational and Rhythmic</i></p>
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	<p>2. Can you think of a moment when you felt like a valuable team member? What made that experience meaningful for you?</p> <p>3. How do you hope to grow as a team member—both in school and in other areas of your life?</p> <p>Educational Technology Integration</p> <p>OPTION 2 (Team Sports): “Who’s Who Bingo”</p> <ul style="list-style-type: none"> • Distribute bingo cards. Use attached Learning Activity Sheet • Each box contains a description linked to sports participation or traits shown in either team sports or traditional Filipino games. <p>Examples:</p> <p>“Plays a team sport regularly such as volleyball or basketball.”</p> <p>“Grew up playing Patintero or Tumbang Preso.”</p> <p>“Knows the rules of a laro ng lahi.”</p> <p>“Has joined a sports tournament.”</p> <p>“Is a good team communicator.”</p> <p>“Plays fair and follows game rules.”</p> <p>“Encourages teammates.”</p> <p>“Loves teaching others how to play a game.”</p> <ul style="list-style-type: none"> • The teacher will use a digital random selector to draw lots for the bingo game, alongside the pattern to be filled. • The winner of the activity will discuss the traits listed on their winning bingo card. <p>Processing Questions:</p> <p>1. What did you learn about your classmates?</p>	
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	<p>2. What traits do you admire in a teammate?</p> <p>3. Why does teamwork matter?</p> <p>Option 3 (Recreation and Rhythmic): Would You Rather (40 minutes)</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Form a Circle: Have all students sit or stand in a circle to encourage open communication. 2. Explain the Game: Read two options for each question. Instruct students to select their preferred option and explain their reasoning. 3. Take Turns: Go around the circle, giving each student a chance to answer and share their reasoning. 4. Encourage Respectful Listening: Remind students to listen carefully while others speak and to respond respectfully, even if they disagree. 5. Promote Discussion: After a few answers, invite students to discuss similarities or differences in their choices, emphasizing cooperation and understanding. 6. Keep it Fun and Positive: Encourage students to be honest and supportive throughout the activity. <p>Process Questions:</p> <ul style="list-style-type: none"> • Which “Would You Rather” choice made you think the most about teamwork? Why? • How did sharing your answers show the importance of communication in games? • How can cooperation, communication, and respect help you in real team sports or Filipino games? 	
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<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p>Option 1 (Group Activity): Real-Life Case Video</p> <p>Show a short video (3–5 minutes) about a team accomplishing a goal.</p> <p>Ask: “What made this team effective?”</p> <p>https://www.youtube.com/watch?v=3z_g9AX8vjk&list=TL PQMDcwNTIwMjVYRYTki7ypbw&index=2</p> <p>Processing Questions</p> <ul style="list-style-type: none"> • Which team member in the video do you relate to the most? • Have you experienced a group that worked well or struggled? What made the difference? • What is one team strategy from the video would you try next time? <p>OPTION 2 (Team Sports): “Dream Team”</p> <p>Let learners think of their favorite athlete from any sports (e.g., volleyball, badminton, basketball, etc.) On a small sheet of paper, instruct them to write the name of the athlete and their sport. Let them pin or tape the paper to the front of their uniform so that others can easily read it.</p> <p>Group the class into four large teams. In each group, take turns sharing answers based on these questions:</p> <ul style="list-style-type: none"> • Who is your chosen athlete? • What makes a strong team player (skills, attitude, and character?) <p>Once all teams are ready, everyone will stand together in one big circle. The teacher will call out a random sport or</p>	<p><i>The teacher will choose a task from the three options. Since activities are interconnected, make sure that the chosen Option will be consistent to up to the end of the lesson (If you choose Option 1, choose Option 1 until the end)</i></p> <p><i>Note: Option are thematic.</i></p> <p><i>Option 1- Group Activity</i></p> <p><i>Option 2- Team Sports</i></p> <p><i>Option 3- Recreational and Rhythmic</i></p>
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	<p>Filipino games (e.g., basketball, volleyball, badminton, <i>patintero</i>, <i>tumbang preso</i>)</p> <p>As a team, quickly decide which members to send forward into this new team depending on how many members the teacher allows them to send.</p> <p>The team must defend their choices by explaining how the strengths of the selected athlete would be useful in that new sport/game. Continue the game as several sports are called out. Different members may step forward each time.</p> <p>Processing Questions:</p> <ul style="list-style-type: none"> • How did my choices in building my "Dream Team" reflect my values, priorities, and understanding of teamwork? • What did I learn about collaboration and decision-making while creating my Dream Team? <p>Option 3 (Recreation and Rhythmic): Motivational Scenario Invite students to imagine this given scenario.</p> <p><i>Imagine this scenario:</i></p> <p>"Picture yourselves about to join a dance or sports team for a big school event. Each member brings different strengths. Some are great communicators, some are fantastic at cooperating, and others always show respect, even when things get tough. Now, imagine trying to win as a team if everyone only focused on their own moves, ignored each other, or didn't listen to instructions. Would the team succeed? Why or why not?"</p> <p>2. Discussing New Concept</p>	<p><i>The teacher will choose a task from the three options. Since activities are interconnected, make sure that the chosen Option will be consistent to up to the end of the lesson (If you choose Option 1, choose Option 1 until the end)</i></p>
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	<p>Option 1 (Group Activity): Concept Mapping on “Interpersonal Effectiveness through Social Interaction in Group Activities.”</p> <p>Steps for Students:</p> <ol style="list-style-type: none"> 1. Form your group: Divide into groups of 4–5 members. Assign roles such as discussion leader, note-taker, illustrator/designer, and presenter. 2. Discuss the central concept: Focus on the topic: “Interpersonal Effectiveness through Social Interaction in Group Activities.” Start by brainstorming the core ideas involved—these may include skills like communication, cooperation, responsibility, respect, empathy, and fulfilling roles within a team. 3. Create your concept map: <ul style="list-style-type: none"> • Place the main idea at the center of your paper or digital document. • Create branches for each key interpersonal skill discussed. • Add sub-branches with definitions, real-life examples, and how each skill helps in group settings. • Use arrows, colors, or symbols to make connections clear and engaging. 4. Share your experiences: As you map your ideas, contribute examples from past group work, class activities, or personal experiences that demonstrate these skills in action. 5. Review your map together: Make sure it clearly shows how the skills are connected and why they are important for effective teamwork. 	<p><i>Note: Option are thematic.</i></p> <p><i>Option 1- Group Activity</i></p> <p><i>Option 2- Team Sports</i></p> <p><i>Option 3- Recreational and Rhythmic</i></p>
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	<p>6. Summarize your insights: In your notebooks, individually write a short summary including:</p> <ul style="list-style-type: none"> • What is interpersonal effectiveness? <p>Option 2 (Team Sports): DEAR MAN STRATEGY</p> <p>Ask the student to recall an experience of playing a Laro ng Lahi. In sports and teamwork, communication is everything. But it's not always easy to say what we mean in a respectful, clear, and confident way—especially when emotions are high.</p> <p>Today, we're going to learn a strategy that can help us speak up for ourselves without starting arguments or hurting others, while still getting our message across. It's called the DEAR MAN approach. The DEAR MAN approach connects strongly to team sports because it promotes interpersonal effectiveness by providing an environment that is assertive, respectful, and with goal-oriented communication, which is crucial for teamwork, coordination, and resolving conflicts on and off the game field.</p> <p>Let's explore how it works and how it can make us better teammates.</p> <p>D – Describe</p> <p>In team sports, players must describe situations clearly to avoid confusion. Example: "In our last game, we struggled to cover the left side of the court."</p> <p>E – Express</p> <p>Players need to express feelings constructively to build trust.</p> <p>Example: "I felt frustrated when I didn't get a chance to sub in."</p> <p>A – Assert</p>	
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	<p>Asserting your needs helps prevent resentment and miscommunication. Example: “I’d like more opportunities to play in the second half.”</p> <p>R – Reinforce</p> <p>Reinforcing benefits encourages cooperation. Example: “If I get some playtime, I’ll be more motivated and can help the team with fresh energy.”</p> <p>Option 3 (Recreation and Rhythmic): DEAR MAN STRATEGY</p> <p>Recreation and Rhythmic Activities for Developing Social Skills</p> <p>I. Introduction</p> <p>Recreation and Rhythmic Activities are not only vital for physical health but also play a crucial role in developing appropriate social skills such as cooperation, communication, and respect. Through structured movement, music, and group participation, students learn to interact positively and build essential life skills.</p> <p>II. Recreation and Rhythmic Activities Defined</p> <p>A. Recreation involves activities done for enjoyment and relaxation during free time. These can be individual or group-based and often include sports, games, and creative arts.</p> <p>Types of Recreation</p> <p>Recreation can be classified in several ways, but the most common types include:</p> <p>1. Active vs. Passive Recreation Active Recreation:</p> <p>Active Reaction</p>	
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	<p>Involves physical movement and exertion, such as sports, running, swimming, hiking, tennis, and cycling. These activities are usually done for exercise, competition, or adventure.</p> <p>Passive Recreation:</p> <p>Focuses on relaxation and leisure with minimal physical activity, such as reading, fishing, photography, picnicking, or nature walks.</p> <p>2. Indoor vs. Outdoor Recreation Indoor Recreation:</p> <p>Indoor Recreation</p> <p>Activities done inside buildings, like chess, board games, baking, singing, or playing musical instruments.</p> <p>Outdoor Recreation:</p> <p>These activities are performed outside, offering exposure to nature through pursuits such as camping, hiking, fishing, biking, kayaking, and nature walks.</p> <p>III. How Recreation and Rhythmic Activities Foster Interpersonal Effectiveness and Social Competence</p> <p>A. Cooperation</p> <p>Many rhythmic activities require participants to move in sync or complete tasks as a group, such as folk dances or partner routines.</p> <p>Working together to maintain rhythm and timing teach students to cooperate and support one another for group success.</p> <p>B. Communication</p> <p>Non-verbal cues, such as gestures and eye contact, are essential in recreation and rhythmic activities, especially</p>	
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	<p>when verbal communication is limited (e.g., during sign language games or synchronized dance).</p> <p>Group activities encourage students to listen, observe, and respond to others, enhancing both verbal and non-verbal communication skills.</p> <p>C. Respect</p> <p>Respect is cultivated as students take turns, share space, and appreciate each other's abilities and contributions.</p> <p>Activities like group singing or ensemble performances require students to value each participant's role, fostering a respectful and inclusive environment.</p> <p>3. Developing Mastery</p> <p>Option 1 (Group Activity): Small Group Challenge – Team Puzzle (School Club Schedule Mix-Up)</p> <p>Groups solve a logic puzzle with individual roles (leader, recorder, checker, etc.) and reflect on their group process.</p> <p>Steps for Students:</p> <ol style="list-style-type: none"> 1. Form Your Team and Assign Roles: Get into your assigned group (4–5 members). Assign and agree on team roles: Leader – keeps the group focused and encourages participation Timekeeper – monitors time and keeps everyone on task Recorder – writes down the group's decisions and answers Checker – reviews all answers and ensures accuracy Presenter – shares the group's final solution with the class 2. Understand the Puzzle Challenge: Your group will receive a logic-based scheduling problem called “School 	<p><i>The teacher will choose a task from the three options. Since activities are interconnected, make sure that the chosen Option will be consistent to up to the end of the lesson (If you choose Option 1, choose Option 1 until the end)</i></p> <p><i>Note: Option are thematic. Option 1- Group Activity Option 2- Team Sports Option 3- Recreational and Rhythmic</i></p>
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	<p>Club Schedule Mix-Up.” Read the scenario and constraints carefully. Clarify unfamiliar terms or conditions with your group or teacher.</p> <p>3. Collaborate and Solve the Puzzle: Using your roles, work as a team to solve the problem. Practice active listening, ask clarifying questions, and support each other’s ideas. Your goal is not just to solve the puzzle, but to apply strong interpersonal effectiveness while doing it.</p> <p>4. Reflect on the Group Process: After solving the puzzle, have a short team discussion about your experience:</p> <ul style="list-style-type: none"> • What went well in your group’s communication and cooperation? <p>OPTION 2 (Team Sports): “Team Talk: Solve It with DEAR MAN!”</p> <ul style="list-style-type: none"> • Divide the class into small groups (3–4 members). • Present the scenario: <p>"Your team has been practicing for the intramural <i>Patintero</i> game. One player has been dominating the decisions during practice—assigning positions, deciding strategies—without asking others. Some teammates feel frustrated and left out, but no one has spoken up yet."</p> <p>Each group must work together to complete a DEAR MAN template to create a respectful, goal-oriented message that a teammate could use to address the situation. Prepare a group output or presentation.</p> <p>Groups will read their completed DEAR MAN response aloud. Processing Questions:</p> <p>1. Which part of the DEAR MAN strategy was easiest to complete? Which was hardest</p>	
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	<p>2. How can this type of communication improve teamwork in sports?</p> <p>3. Why is it important to balance honesty and respect in group settings?</p> <p>Option 3 (Recreation and Rhythmic)-Creative Task: Express the Social Power of Recreation & Rhythmic Activities</p> <p>I. Task</p> <p>Students will creatively express their understanding of the different types of recreation or a specific rhythmic activity and its contribution to developing social competence through poetry, rap, or artwork.</p> <p>II. Instructions:</p> <p>1. Choose Your Focus:</p> <ul style="list-style-type: none"> • Pick either: Different types of recreation (active/passive, indoor/outdoor) • One specific rhythmic activity type (e.g., creative rhythm, aerobic dance) <p>2. Create Your Work:</p> <ul style="list-style-type: none"> • Write a short poem or rap that describes the chosen topic, highlighting key features and benefits. • OR create a drawing or visual artwork that illustrates the activities and their characteristics. <p>3. Prepare to Present:</p> <ul style="list-style-type: none"> • Practice sharing your poem, rap, or artwork with the class. • Explain your creative choices and what you want your audience to understand about the topic. 	
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4. Present to Class:

Share your work confidently and listen to your classmates' presentations.

CREATIVE TASK RUBRIC: RECREATION AND RHYTHMIC ACTIVITIES

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Content & Accuracy	Clearly and accurately illustrates/types of recreation or rhythmic activity all requirements met.	Mostly accurate; minor details missing	Some inaccuracies or missing elements	Lacks accuracy or relevance
Creativity & Originality	Highly creative, original, and engaging, shows unique perspective.	Creative and interesting, some original ideas	Some creativity; mostly standard or predictable	Lacks creativity; little original thought
Expression & Clarity	Message is clear and well-expressed, easy to understand	Mostly clear; message comes across	Somewhat unclear or confusing in parts	Difficult to understand or follow
Presentation	Well-prepared and confident; visuals or performance enhance message	Prepared presentation supports content	Somewhat prepared presentation is basic	Unprepared or presentation distracts
Effort and Completion	Task is fully completed; shows strong effort and attention to detail	Mostly complete good effort shown.	Partially complete; some effort shown	Incomplete, minimal effort

Process Questions:

1. How did you show the connection between recreational or rhythmic activities and social skills in your work?
2. What examples or experiences did you include to illustrate the impact on teamwork, communication, or friendships?
3. How did creating this poem, rap, or artwork help you understand the importance of recreation for building interpersonal effectiveness?

	4. What are some barriers that impact or limit the connection between recreational or rhythmic activities and social skills?	
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application Option 1 (Group Activity): Interview a Team Player</p> <p>Assign students to interview a professional (virtually or in-person) who works in a team setting (e.g., nurse, chef, engineer).</p> <p>1. Choose Your Interviewee: Identify a working professional who is a part of a team in their workplace—this could be a teacher, nurse, chef, engineer, call center agent, or anyone you know who regularly works with others. Ask for their permission kindly and explain that the interview is a part of a school activity focused on understanding teamwork.</p> <p>2. Prepare for the Interview: Review the list of questions below and feel free to add your own. The goal is to understand how teamwork happens in the real world. Write your questions down ahead of time so you feel confident and prepared.</p> <p>Sample Questions:</p> <ul style="list-style-type: none"> • What is your role in your team? • How do you and your teammates divide tasks? • What makes your team effective? • What challenges do you face when working with others? • How do you solve misunderstandings or conflicts? • Why is teamwork important in your job? • What advice can you give students about working in teams? 	<p><i>The teacher will choose a task from the three options. Since activities are interconnected, make sure that the chosen Option will be consistent to up to the end of the lesson (If you choose Option 1, choose Option 1 until the end)</i></p> <p><i>Note: Option are thematic.</i> <i>Option 1- Group Activity</i> <i>Option 2- Team Sports</i> <i>Option 3- Recreational and Rhythmic</i></p>

	<p>3. Conduct the Interview: Whether in person or virtually, make sure you are respectful and attentive. Take detailed notes or ask (with permission) if you can record the conversation for review later. Be polite and thank them afterward.</p> <p>4. Write a Summary: After the interview, write a short paragraph (or two) summarizing what you learned. Focus on the teamwork aspects that stood out to you—what was interesting, inspiring, or even surprising?</p> <p>5. Report to the Class: Prepare a quick oral or written report highlighting two or three key insights you gained from your interview. You may include a quote, an idea you want to try in school, or a skill you want to develop.</p> <p>6. Reflect on the Experience: Take a moment to answer the reflection question below. Be honest and thoughtful—this is about your own growth and how you can become a better team player.</p> <p>Processing Questions:</p> <ul style="list-style-type: none"> • What was one thing the interviewee shared about teamwork that really made you think differently about how people work together? Why did it stand out to you • Were there any challenges your interviewee mentioned that you’ve also experienced in group work at school? • How did they handle that situation differently (or similarly) compared to how you would? <p>3. After this interview, what personal changes or improvements would you like to make when working in your next group activity?</p>	
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	<p>OPTION 2 (Team Sports): “TUG-NO-WAR”</p> <p>Divide the class into 2–4 teams (depending on rope length). Rotate rounds (2 teams at a time) to allow all to play. At the teacher’s whistle or signal, the game stops, and the team is handed a "Team Conflict Card". Example issues include:</p> <p>“One team member says others aren’t pulling hard enough.”</p> <p>“Teammates are blaming each other for losing.” “Some are not listening to the caller’s strategy.” “Someone wants to switch roles but feels unheard.”</p> <p>Each team huddles for 3 minutes. They must collaborate to formulate a verbal DEAR MAN response using the format:</p> <p>D – Describe: What’s happening?</p> <p>E – Express: How do we feel?</p> <p>A – Assert: What do we want?</p> <p>R – Reinforce: What will happen if we fix this?</p> <p>M – Mindful: Stay on topic.</p> <p>A – Appear confident: Speak clearly.</p> <p>N – Negotiate: Find a middle ground.</p> <p>A chosen speaker presents it to the teacher/game master. Once a respectful and complete DEAR MAN response is given, teams resume Tug of War. Teams rotate opponents or roles after each round.</p>	
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	<p>Processing Questions:</p> <ul style="list-style-type: none"> • What part of DEAR MAN helped your team most during the conflict? • Did resolving the issue help your team's performance or mood? • How did it feel to pause a competitive moment to talk things out? <p>Option 3 (Recreation and Rhythmic).</p> <p>Recreation Revolution: Your Blueprint for Community Fun”</p> <p>I. Objective:</p> <p>Students will apply their knowledge of types of recreation and rhythmic activities by planning a community event that includes both active/passive and rhythmic activities, considering indoor/outdoor settings and social benefits.</p> <p>II. Materials:</p> <p>Scenario handout (see below)</p> <p>Paper and pens or digital devices for planning Optional: props or visuals for presentations</p> <p>Scenario:</p> <p>“Your community center wants to organize a “Fun and Healthy Day” event to promote physical activity, relaxation, and social interaction among residents of all ages. Your group has been tasked to design the event program, including a variety of recreational and rhythmic activities.”</p> <p>III. Instructions:</p> <ol style="list-style-type: none"> 1. Form groups of 4-5 students. 	
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	<p>2. Analyze the scenario:</p> <ul style="list-style-type: none"> • Identify different types of recreation (active/passive, indoor/outdoor) to include. • Choose rhythmic activities from the categories: fundamental, creative, dramatic, structured dance, and aerobic dance. <p>3. Plan the event program:</p> <ul style="list-style-type: none"> • List at least three active and three passive recreational activities. • Include at least two rhythmic activities, specifying their type and why they are suitable. • Classify which activities will be done indoors and which outdoors. • Analyze the social and physical benefits of each selected activity. <p>4. Prepare a brief presentation:</p> <ul style="list-style-type: none"> • Explain your choices and how the event promotes health, social skills, and enjoyment. <p>5. Present to the class:</p> <ul style="list-style-type: none"> • Share your event plan and answer questions from peers. 	
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Rubric for presentation

CRITERIA	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Active Activities	All relevant, creative	All relevant	2 relevant	1 or nonrelevant
Passive Activities	All relevant, creative	All relevant	2 relevant	1 or nonrelevant
Rhythmic Activities	Both correct, explained	Both correct	1 correct	None or incorrect
Indoor/Outdoor Classification	All correct, justified	All correct	1-2 errors	Many errors
Benefits Explanation	Clear, insightful	Clear	Somewhat clear	Unclear or missing
Presentation	Engaging clear, organized	Clear organized	Somewhat clear	Unclear or disorganized

Processing Questions

1. How did your group choose and balance the different types of activities for the event?
2. What benefits do you think these activities will bring to the participants?
3. What challenges did your group face during planning, and what did you learn from working together?

2. Making Generalization

Option 1 (Group Activity): “Class Charter for Teamwork”

As a class, students co-create a “Teamwork Charter” listing the do’s and don’ts of effective group work based on their experience and insights from the lesson.

OPTION 2: “TEAM LOGO CHALLENGE”

Group the class into small teams of 4–5 learners based on sports interests (basketball, volleyball, patintero, etc)

Give each group markers and a printed template labeled “Team Name: | Our Logo:”)

The teacher will choose a task from the three options. Since activities are interconnected, make sure that the chosen Option will be consistent to up to the end of the lesson (If you choose Option 1, choose Option 1 until the end)

Note: Option are thematic.

Option 1- Group Activity

Option 2- Team Sports

Option 3- Recreational and Rhythmic

	<p>Each group will think of a team name that reflects positive social interaction in sports. Instruct them to collaboratively draw a team logo that symbolizes one or more of these values: teamwork, communication, respect, fairness, empathy, and support. Make sure that each member contributes.</p> <p>Each group quickly shares their team's name, the meaning behind their logo design, and a value or skill they think is most important when working in teams</p> <p>Option 3: Today's Take Away Ticket</p> <ol style="list-style-type: none"> 1. How would you define recreation and rhythmic activities? 2. How can you apply a skill you learned today in real life? 3. Which concept from today's lesson do you find the most challenging? 4. What is one concept or idea that you understand completely from today's lesson? <p>3. Evaluating Learning</p> <p>Literacy Integration</p> <p>Option 1 (Group Activity) : Peer and Self-Assessment Rubric Students rate their own and group members' contributions based on a rubric (criteria: participation, communication, cooperation).</p> <p>Option 2 (Team Sport): "Fill in the Blanks" Choose the right answer inside the box</p>	<p><i>This part is mandatory to comply and explicitly integrated literacy in the lesson across all the learning areas.</i></p>
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**Negotiate, Mindful, Express,
Reinforce, Describe, Appear
Confident, Assert**

1. Be flexible and willing to compromise. Teamwork often requires finding a solution that works for everyone.

Answer: _____

2. Stay focused on the issue at hand and avoid escalating the situation by getting distracted or reacting emotionally. Stay calm and composed. Answer:

3. Share your feelings honestly and respectfully. This helps others understand how you feel without blaming or accusing them.

Answer: _____

4. Provide positive reinforcement to encourage cooperation or help others see the benefits of your request.

Answer: _____

5. Clearly explain the situation in a way that avoids misunderstandings. Stick to the facts and avoid assumptions.

Answer: _____

6. Maintain a confident and assertive attitude when communicating. This helps build respect and encourages effective communication.

Answer: _____

7. State your needs or desires clearly and directly, without being passive or aggressive. This helps prevent miscommunication and ensures you meet your needs.

Answer: _____

Option 3 (Recreation/ Rhythmic): Complete Me!

Complete the sentences below to show what you learned from today's lesson on Participating Effectively in

	<p>Recreational and Rhythmic Activities:</p> <p>1. I feel most confident participating in rhythmic activities when _____</p> <p>2. One important skill I learned today about teamwork is _____</p> <p>3. During the recreational activity, I helped my team by _____</p> <p>4. I found it challenging to, but I improved by _____</p> <p>5. Participating in these activities helps me develop that I can use outside of class.</p>											
<p>VI. ASSESSMENT <i>(Assessing Learnings)</i></p>	<p>Option 1: Assessment for Group Activity</p> <p>Performance Task</p> <p>Group Project Presentation: “Our Interpersonal Journey”</p> <p>Each group will present a reflective showcase of their collaborative project (e.g., community campaign, class-based event plan). The presentation should include:</p> <p>A. About the Process</p> <p>1. What roles did each member take, and how did those roles support your group?</p> <p>2. How did your group handle challenges or misunderstandings?</p> <p>B. About the Outcome</p> <p>3. What did your group accomplish together?</p> <p>4. How did working as a team improve your final output?</p> <p>C. About the Reflection</p> <p>5. What important lesson did you learn about teamwork during this project?</p> <p>6. How will you apply this teamwork experience in your next group activity?</p> <table><tr><th>Criteria</th><th>1 – Beginning</th><th>2 – Developing</th><th>3 – Proficient</th><th>4 – Excellent</th></tr><tr><td>Clarity of Project Outcome</td><td>Lacks clarity; the outcome is unclear or missing</td><td>Output is partially unclear or incomplete.</td><td>Output is clear and complete; meets all expectations.</td><td>Output is highly clear, well-organized, and creative; exceeds expectations.</td></tr></table>		Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Excellent	Clarity of Project Outcome	Lacks clarity; the outcome is unclear or missing	Output is partially unclear or incomplete.	Output is clear and complete; meets all expectations.	Output is highly clear, well-organized, and creative; exceeds expectations.
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Excellent								
Clarity of Project Outcome	Lacks clarity; the outcome is unclear or missing	Output is partially unclear or incomplete.	Output is clear and complete; meets all expectations.	Output is highly clear, well-organized, and creative; exceeds expectations.								

Explanation of Team Roles & Process	Roles and processes are barely mentioned or unclear.	Provides a limited explanation of roles or the group process.	Explains most roles and processes clearly.	Clearly defines all roles and explains group dynamics with deep insight.
Communication & Presentation	Weak or disorganized delivery with minimal group participation.	Uneven delivery with limited group participation.	Clear and well-organized presentation; most members contribute actively.	Confident, collaborative, and engaging presentation; all members contribute equally.
Reflection on Teamwork	Reflection is minimal or superficial.	Reflection is basic with limited depth.	Reflection is thorough; covers most key learning points.	Reflection provides deep, honest insights into challenges, growth, and lessons learned.

Option 2: Assessment for Team Sport

- Divide the class into small teams (4-5 students per team). Each team will plan and organize a short match of a team sport or traditional Filipino game of their choice. The team must assign roles based on their strengths. Roles include players, team leaders, referees, or scorekeepers. Ensure that all members understand the importance of teamwork and fair play throughout the activity.
- Teams will play a short match, emphasizing teamwork and fair play. During the game, encourage players to demonstrate the DEARMAN skill (describing the situation, expressing feelings, asserting needs, reinforcing positive behaviors, mindful listening, appealing to values, and negotiating solutions) to handle team dynamics or conflicts that may arise.
- After the match, teams will gather and reflect on their performance. Discuss a specific situation where they applied the DEARMAN skill during the match (for example, when handling a conflict, asking for support, or maintaining team cohesion). Each team member should share their experience.
- Each team will present their reflection to the class, focusing on how they applied the DEARMAN skill during the game. Teams should highlight specific moments where communication, problem-solving, or interpersonal effectiveness is crucial for success.

Option 3 for Recreation and Rhythmic Activity

Create an original infographic that visually explains how recreation and rhythmic activities enhance social competence and interpersonal relationships. Your infographic should be informative, visually engaging, and easy to understand for your peers.

	<p>Steps</p> <ol style="list-style-type: none"> 1. Research and Plan 2. Review your notes and reliable sources about recreation and rhythmic activities. 3. Identify key points: definitions, types, benefits, and examples of social skills developed. <p>Select a Focus</p> <ol style="list-style-type: none"> 1. Choose a specific aspect or benefit (e.g., teamwork in folk dance, respect in group games, communication in aerobic routines). 2. Decide on your main message or thesis for the infographic. <p>Design Your Infographic</p> <ol style="list-style-type: none"> 1. Use a digital tool (like Canva, Piktochart, or Venngage) or draw by hand. <p>Include:</p> <ul style="list-style-type: none"> ✓ A catchy title ✓ Brief explanations or facts ✓ Visual elements (icons, charts, images) ✓ At least one real-life example or scenario ✓ Clear organization and flow <p>Peer Review</p> <ol style="list-style-type: none"> 1. Exchange drafts with a classmate for feedback on clarity, accuracy, and design. 2. Revise your infographic based on suggestions. <p>Submit and Present</p> <ol style="list-style-type: none"> 1. Submit your final infographic. 2. Present your infographic to the class, explaining your design choices and key takeaways. <p>Criteria for Success</p> <ul style="list-style-type: none"> ✓ Accurate and relevant information – 5 pts ✓ Creative and clear visual design – 5 pts ✓ Effective communication of how recreation/rhythmic activities build social skills – 5 pts ✓ Inclusion of real-life examples or scenarios – 5 pts ✓ Organized, easy-to-follow layout – 5 pts
<p>VII. REFLECTION (Feedback and Continuous Improvement)</p>	<p>Reflection for this Lesson:</p> <p>Gratitude Instruction: Begin by identifying something you are thankful for in your teaching day. It could be a student's effort, a supportive colleague, or simply the opportunity to teach.</p> <p>Realization Instruction: Reflect on what you discovered or learned from today's teaching experience. This could be about your students' learning styles, classroom dynamics, or your own teaching methods.</p>

	<p>Outlook Instruction: Look ahead and envision how today’s experience shapes your perspective on teaching. Think about the bigger picture—your goals for your class, subject, or professional growth.</p> <p>Way Forward Instruction: End with a concrete action plan. Decide what you will do differently or continue doing to improve your teaching practice.</p> <p>Reflection for the INTEGRATIVE PERFORMANCE TASK (IPT)</p> <ol style="list-style-type: none"> 1. What was your assigned role in the project, and what tasks or responsibilities were you expected to perform? 2. Describe how you carried out your responsibilities and contributed to the completion of the project. 3. How did you work and interact with your group members throughout the project? Cite specific examples of communication, cooperation, or shared decision-making. 4. What challenges or difficulties did you encounter while working on the project or collaborating with others? How did you respond to these situations? 5. Among the project activities (investigating the problem, studying the community context, examining existing practices, designing the innovation, preparing the adaptability plan, analyzing feasibility, comparing solutions, or delivering the advocacy pitch), which did you find most meaningful or challenging? Why? 6. What did you learn about yourself through your experiences in completing this project? Consider your strengths, limitations, work habits, decision-making, or ways of interacting with others. 7. If you were given another opportunity to improve the project, what changes would you make to the innovation, your work process, or your collaboration with others? Explain why. 8. What knowledge, skills, attitudes, or experiences gained from this project can help you in your future studies, career, community involvement, or life after senior high school? Explain how these learnings may help you pursue your goals, make decisions, work with others, or address real-life problems in the future.
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used Co-Pilot to improve grammar in a way that it will be expressed in a formal and scholastic manner of writing. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</p>