



Republic of the Philippines
Department of Education
BUREAU OF LEARNING DELIVERY

Lesson Exemplar in Effective Communication

Quarter 1

2



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Lesson Exemplar for Effective Communication
Quarter 1: Unit 1

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LESSON EXEMPLAR

Learning Area	Effective Communication	Grade Level	11
Semester	1 st Semester	Quarter	First Quarter

I. OBJECTIVES *(Identifying the Goals)*

Content Standard	<i>The learners demonstrate effective communication in personal and interpersonal contexts through spoken, written, and multimodal forms; they understand that interaction patterns are adaptive and collaborative, and that trust-building, emotional reciprocity, and contextual understanding foster meaningful relationships..</i>
Performance Standard	<i>The learners are able to perform specific roles in controlled and uncontrolled personal and interpersonal communication events; engage in intrapersonal communication, including goal-setting, reflection and journaling; participate in extended conversations and discussions on a variety of personal and interpersonal topics; provide short and extended responses to questions pertaining to the content and intent of conversations and correspondences; and produce short and extended personal and interpersonal correspondence in formats such as, but not limited to, letters, email, texting and messaging, and social media posts.</i>
Learning Competencies	<i>Engage in intrapersonal communication (e.g., diary writing, journaling, building a social media profile) to reflect on learning and experiences, set goals, and establish an online presence while safeguarding privacy.</i> <i>Review one's participation in personal and interpersonal communication, identifying strengths and areas for growth to improve communicative competence.</i>
III. COMMUNICATIVE EVENT	Writing personal narratives, journal entries, or digital reflections
III. REFERENCES and MATERIALS	<ul style="list-style-type: none"> DepEd. SHS Curriculum Guide. DepEd MELCs Guide (K to 12). Mela Maestra. (2021, November) Intrapersonal Communication. [Youtube video] https://www.youtube.com/watch?v=Dy_TkbH-1EE



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(Selecting Resources and Material)	<ul style="list-style-type: none">• Dare to do. (2020, July) <i>The Race Called Life-a beautiful inspirational short-story</i>. [Youtube video]. https://www.youtube.com/watch?v=bq8eOm0zEIs• Psych2Go. (2024, May) <i>6 Journaling Techniques That Will Change Your Life</i>. [Youtube video] https://www.youtube.com/watch?v=WI-j39vOqmk• Dew, S. (2025) <i>39 of the Best Types of Journal</i>. asimpleandcontentedlife.com. https://asimpleandcontentedlife.com/types-of-journals/• Youth Online Safety. <i>Privacy Protection Strategies</i>. Accessed May 3, 2025. https://youthonlinesafety.org/education/• Youth Online Safety. <i>Fact Sheets on Data Privacy</i>. Accessed May 3, 2025. https://youthonlinesafety.org/wp-content/uploads/2023/06/Youth-online-safety-factsheet-data-privacy-and-young-people.pdf• Parnell, B. (2017, June). <i>Is Social Media Hurting Your Mental Health?</i>. [Youtube video] https://www.youtube.com/watch?v=Czg_9C7gw0o
(These shall be accomplished per topic)	
III. CONTENT (Sequencing Content)	<p><i>Intrapersonal Communication Defined</i></p> <ul style="list-style-type: none">• <i>Common forms</i>• <i>Journaling Types/Techniques</i> <p><i>Online Presence</i></p> <ul style="list-style-type: none">• <i>Privacy protection strategies</i>
IV. OBJECTIVES (Setting Clear Objectives and Analyzing the Tasks)	<p>At the end of the lesson, students are expected to:</p> <p><i>Define intrapersonal communication</i></p> <p><i>Identify journal types</i></p> <p><i>Write a journal reflecting learning and experiences, and goal setting.</i></p>



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	<i>Apply privacy protection strategies through making digital reflections</i> <i>Reflect on the role of self-talk and internal dialogue in daily life</i>					
IV. PROCEDURES						
A. Activating Prior Knowledge	Option 1: <i>Teaching Strategy: Shark and Dolphin Thoughts</i> Question Prompt <i>Using a strategy sheet, the teacher begins with a question “What do you say to yourself when you make a mistake?” Students will classify their thoughts into shark thoughts (i.e. unhelpful thoughts that will not make them feel good or solve the problem) and dolphin thoughts (i.e. helpful and positive thoughts that will make them feel better and perhaps solve a problem).</i> <i>Alternatively use headings such as ‘helpful, positive and optimistic thinking’ and ‘unhelpful, negative and pessimistic thinking.’</i>					
	<table><tr><td><i>Shark</i></td><td><i>Dolphin</i></td></tr><tr><td></td><td></td></tr></table>	<i>Shark</i>	<i>Dolphin</i>			
	<i>Shark</i>	<i>Dolphin</i>				
The teacher may elaborate more on the activity to help usher struggling students: <ul style="list-style-type: none">• What are the advantages of having positive thoughts?• What are the disadvantages of having negative thoughts?						



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- What can these thoughts do to improve/worsen your productivity as a student?

Option 2

Mirror Motivation

Provide each student with a hand mirror or paper mirror-cutout. In a piece of paper, have them reflect and write 3-5 statements on what they see in the mirror with this question prompt:

- What do you want to say to yourself today?
- Do you like or appreciate your message to yourself?
- Does it reflect the way you envision yourself in the future?

The teacher may instruct students to be incognito in writing and provide pseudonyms as responses will be read aloud for the whole class to listen. The teacher may just choose striking responses to be read aloud.

Processing Questions:

- With the brief activity conducted, what do you think are the benefits of writing our thoughts or experiences?
- What do you think our personal thoughts tell us about ourselves?



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B. Instituting New Knowledge	<p>1. Presenting Examples</p> <p>Suggested Activity</p> <p>Teaching Strategy: Field Excursion (Experiential Learning)</p> <p>Nature Walking</p> <p><i>For this activity, have your students grab their journals and come with you on a nature walk outside. Tell them to spend at least 5 minutes walking around in the fresh air and immersing themselves in the sights and sounds of nature. Then, encourage them to find a quiet spot where they feel at ease, and have them write for another 10 minutes.</i></p> <p>The teacher may also just visit school parks as a location for the activity.</p> <p>Reflective Guide Questions:</p> <p>Students may answer the questions below in 1 or 2 sentences.</p> <ul style="list-style-type: none">• What have you felt while immersing yourself with nature?• How does that feeling affect your perception about yourself?• How does your self-perception contribute to how you respond to certain situations? <p>2. Discussing New Concept</p> <p>Teaching Strategy: Direct Instruction</p>	
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Intrapersonal Communication Defined

Students will watch a short animated video about intrapersonal communication.

https://www.youtube.com/watch?v=Dy_TkbH-1EE

Intrapersonal Communication- the act of having an internal dialogue with yourself, in other words, “self-talk.”

The teacher may add more discussions depending on the learning needs of its students and provide more real-life examples for easier understanding of the concept.

Real-life examples where intrapersonal communication maybe involved:

- Deciding whether to run as a student government officer or just stay as a regular student
- Feeling angry after an argument and trying to understand why.
- Practicing a speech in your head or thinking through how to answer potential questions.
- Witnessing a classmate doing something wrong and deciding whether to report it.
- Mapping out your academic goals for the next 6 months.

Guide Questions for learners:

1. How is intrapersonal communication being achieved?
2. What are the different forms of intrapersonal communication
3. How important is self-talk to you?



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4. How does one improve intrapersonal communication?

*Formative Assessment

Option 1

Group Activity

Students will be grouped with 10 members in each group. They will be given a picture or a certain situation to be read. One member of the group will read it aloud for everyone in the group to hear, after which, they will have to reflect on the picture or the situation heard.

“Stop and Think” Prompts

Ask students to write about their opinion on the picture seen or the story heard in a journal notebook. They can also present it using a graphic organizer.

Option 2

Students will watch a short video clip about **“This Race Called Life.”**

<https://www.youtube.com/watch?v=bq8eOm0zEIs>



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One-Minute Reflections

Description: Students write one thing they learned about the story being watched and reflect on it with this prompt question:

What does “winning” in life look like to me—and is that vision truly mine?

Assessment Focus: Self-reflection and internal feedback loops.

The teacher may ask some students to share their thoughts with the class.

Journal Types/ Journaling Techniques

Journaling is a tool for personal growth. It boosts creativity and enhances the processing of thoughts and feelings that may lead to tracking life’s goals and progress. The teacher will introduce the various types of journals or journaling techniques to students, giving them windows as to the various options they may choose when starting to write their own journals.

The teacher may present more examples and real-life situations where these types of journals can be used for such intent.

https://www.youtube.com/results?search_query=types+of+personal+journal



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<https://asimpleandcontentedlife.com/types-of-journals/>

Types of Journals:

- *Reflective Journal*- is a self-reflection journal—helping you process events, deepen understanding, and grow personally or professionally.
- *Gratitude Journal*- a personal journal where you regularly write down things you're thankful for.
- *Dream Journal*- a personal record where you write down your dreams after waking up
- *Art Journal*- s a creative, personal space where you combine visual art and written expression to explore thoughts, feelings, experiences, or ideas.
- *Travel Journal*- is a personal record of your journeys and adventures, where you document your experiences, thoughts, emotions, and observations during a trip.
- *Food Journal*- is a personal record where you track what you eat and drink each day, often along with related details like time, portion sizes, mood, or physical symptoms.
- *Health & Wellness*- is a personal log where you track various aspects of your physical, mental, and emotional well-being. It helps you monitor habits, set goals, and reflect on your overall health journey to improve balance and self-care.

Formative Assessment

Wheel of Names (Random name picker)

Using the Wheel of Names the teacher will randomly pick names and ask questions regarding the discussion giving



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situations and scenarios where students should be able to provide the correct type of journal

- Reflective Journaling
Scenario: You submitted an essay you worked hard on but received lower marks than expected along with detailed feedback. You felt disappointed at first but later reviewed the feedback carefully.
- Gratitude Journaling
Scenario: You were feeling overwhelmed or upset, and a friend noticed and reached out to check on you—even with just a kind message or small gesture.
- Dream Journaling
Scenario: You dreamed of standing on a stage getting an award, seeing your artwork in a gallery, or getting accepted into your dream college.
- Art Journaling
Scenario: You experienced a meaningful moment—a great trip, a holiday, or a meaningful conversation—that you want to remember. (Create a visual memory journal page using pictures, objects (like ticket stubs), or drawings to capture the feeling and details of that moment.)
- Travel Journaling



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Scenario: You visited a local museum, heritage site, or monument as part of a school trip. You saw artifacts, listened to a guide, and learned something surprising about your country's history.

- Food Journaling

Scenario: You tried sushi, kimchi, or another food you had never eaten before, either at a restaurant or from a friend's lunchbox.

- Health & Wellness Journaling

Scenario: You were overwhelmed during exam week and noticed your stress levels rising. You tried breathing exercises, taking breaks, or getting more sleep.

Reflective Question:

Of the different types of journals (e.g., gratitude, reflective, travel, dream, art, food), which one best fits your current needs? Why?

Privacy Protection Strategies

The importance of safeguarding oneself online is such a vital move that should be inculcated into the minds of the learners these days. The teacher, through direct instruction will define what is online safety and data privacy to students. There are also some fact sheets to be distributed/downloaded for students' reference.

Key terms:



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Online Safety- protecting oneself and others while using the internet and online platforms.

Data Privacy- is the principle that a person should have control over their personal data, including the ability to decide how organizations collect, store and use their data.

Online Presence- refers to how visible and accessible a person or brand is on the internet, encompassing all digital interactions like websites, social media, and search engine listings.

<https://youthonlinesafety.org/education/>

Fact Sheets on Data Privacy: <https://youthonlinesafety.org/wp-content/uploads/2023/06/Youth-online-safety-factsheet-data-privacy-and-young-people.pdf>

Guide Questions for Learners:

1. What is data privacy, and why is it important in today's digital world?
2. What kind of personal information is most at risk when using apps or websites?

The teacher may also solicit privacy protection strategies used and practiced by the students.



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	<p>Formative Assessment</p> <ul style="list-style-type: none">• Cabbage Relay with a Twist <p>Students pass a “cabbage” which is a wrapped object containing questions related to the topic discussed but with twists, making the assessment both enriching and fun for students. While passing the cabbage from student to student, music should be heard in the background and when the music stops, the student holding the cabbage peels-off a layer of it and answers a question written on the sheet.</p> <p>Possible questions wrapped in the cabbage leaves/sheets:</p> <ol style="list-style-type: none">1. What types of personal information should you never share online, even with friends?2. Have you ever shared something online that you later regretted? What did you learn from that?3. Why is it important to think before you post or share something online?4. How can you help your friends be more aware of privacy protection?5. How do you balance being social online with staying safe and private? <p>3. Developing Mastery</p> <p>Suggested Activity</p> <p>Journal Writing</p>	
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	<p>The teacher will let the student make a journal, giving the students their freedom to explore and reflect their thoughts, feelings, opinions, and experiences on certain situations. It is a free writing activity and students will have the freedom to choose which type of journal should he/she want to write.</p> <p>The teacher must assure that students already had a good grasp of understanding specifically on the features of intrapersonal communication, the journaling techniques as well as the strategies when it comes to safeguarding privacy online.</p> <p><i>Guided Journaling Exercise: Give prompts like:</i></p> <ul style="list-style-type: none"> ● <i>Describe a time when your inner voice helped or hurt you?</i> ● <i>What are three things you often say to yourself when you're under pressure?</i> ● <i>What's something small that made me happy today?</i> ● <i>If I could travel anywhere in the world, where would I go and why?</i> ● <i>What qualities do I value in a friend?</i> ● <i>What's something I found difficult in school today, and how did I deal with it?</i> <p>**To cater diverse learners, students may present their journals through Art Journaling rather than the traditional text-based journaling.</p>	
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	<p>Art journaling is a creative and expressive form of journaling that combines visual art and words to document thoughts, feelings, ideas, and experiences.</p> <p>They can do the activity through drawing, painting, collage, stamping, photography, and other artistic mediums.</p>	
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p>Hands-on Activity</p> <p>Option 1</p> <p>Teaching Strategy: Think-Pair-Share</p> <p>Video Showing (TEDx Talks)</p> <p>“Is Social Media Hurting Your Mental Health?”</p> <p>https://www.youtube.com/watch?v=Czg_9C7gw0o</p> <p>After the short video showing, students will be paired and given questions regarding the short video watched. Students will answer these questions alternately with their partner and will have 5 minutes to do the activity. A personal journal must be written reflecting their thoughts and takeaways gathered from the responses of their partner.</p> <p>Question Prompts:</p>	



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- Did anything in the video surprise you or change your perspective? Explain
- Do you think the effects of social media are the same for everyone? Why or why not?
- What changes could you make to your own social media habits to better support your mental health?

Rubrics:

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Depth of Reflection	Provides deep insight; thoughtfully analyzes experiences and learning.	Shows some insight; explains ideas clearly.	Limited reflection; some general or surface-level thoughts.	Little to no reflection; vague or off-topic.
Personal Connection	Strong personal connection; clearly relates to thoughts, feelings, or values.	Personal connection is present and relevant.	Some personal input; not fully developed.	Minimal or unclear personal connection.
Organization & Clarity	Well-organized with logical flow and clear ideas.	Mostly organized; easy to follow.	Somewhat disorganized or unclear in parts.	Poorly organized; difficult to understand.
Writing Quality	Few to no errors in grammar, punctuation, or spelling;	Minor errors that do not distract from meaning.	Several errors that affect readability.	Many errors that interfere with understanding.



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	excellent word choice.			
Effort & Completeness	Goes beyond requirements; thorough and thoughtful.	Meets all basic requirements.	Partially complete; lacks detail.	Incomplete or shows minimal effort.

Option 2

Letter to My Inner Self

Students will write a letter to their “inner self” or “future self,” expressing goals, struggles, or encouragement. In this activity, the student will demonstrate his/her knowledge and skill in journaling thereby building inner dialogue, motivation, and self-compassion.

Rubrics:

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Content & Reflection	Deep, thoughtful reflection; explores feelings, goals, and personal experiences.	Shows some personal insight and connection to experiences or goals.	Some reflection; limited emotional or personal depth.	Minimal reflection; lacks clarity or purpose.
Organization & Structure	Clear structure with introduction, body, and conclusion. Flows logically.	Generally well-organized; may have minor flow issues.	Basic structure; may be choppy or disjointed.	Lacks clear structure; difficult to follow.
Tone & Voice	Authentic, engaging, and	Mostly authentic tone; shows some	Tone may be flat or inconsistent.	Tone is inappropriate or



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	appropriate tone. Feels personal and sincere.	personality.		lacks voice.
Grammar & Mechanics	Few to no errors in grammar, spelling, or punctuation.	Minor errors that don't interfere with meaning.	Several errors that distract the reader.	Frequent errors that make the letter hard to understand.
Presentation & Effort	Neatly presented; shows high effort and pride in work.	Neat and shows good effort	Somewhat neat; shows moderate effort.	Messy or rushed; minimal effort shown.

2. Making Generalization

Option 1

The teacher will have open discussion with the students, giving them the window to learn to analyze different perspectives, build stronger arguments, improve communication skills, as well as foster engagement, increasing motivation and interest to learn.

The teacher may give these questions:

Question Prompts

- How do mindfulness and journaling improve your intrapersonal communication?
- In what ways does intrapersonal communication impact your goals and motivation?

3. Evaluating Learning



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Essay

1. Explain how journaling can be used to improve intrapersonal communication.
2. In what ways can improving intrapersonal communication enhance mental health and self-awareness?

Rubrics:

Criteria	Excellent (5)	Good (4)	Fair (3)	Poor (1-2)
Content	Clear, focused, and well-developed ideas	Mostly clear and relevant	Somewhat clear; lacks depth	Off-topic or underdeveloped
Organization	Logical flow with clear structure	Organized but could improve transitions	Some structures but unclear at times	Disorganized or hard to follow
Grammar & Style	Few or no errors; effective language	Minor errors; readable	Some errors; affects clarity	Many errors; confusing
Support	Strong examples and evidence	Adequate support	Limited examples	Little or no support

V. ASSESSMENT

(Assessing Learnings)

Option 1: Read and Hear my Thoughts

Students will create a 2-3 minutes short video reflecting their inner thoughts on certain cultural and social issues that their community might be experiencing. In this assessment, students must be able to express their emotions and deliver their opinions clearly. Should some students opt to upload it online, the performance task must also



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reflect the applied online protection strategies learned such as limiting personal information shared online and uploading files on safe online platforms.

Sample contextualized situations that students may do includes:

1. Religious Practices and Respect (Focus Issues: Religious Diversity and freedom, respecting different beliefs)
2. Language Use and Bias (Focus Issues: Accent bias, language discrimination, promoting inclusive classroom language)
3. Dress Code and Cultural Attire (Focus Issues: Cultural Attire & Identity, Dresscode vs. Cultural Expression, Stereotyping and Ignorance)
4. Cyberbullying on Social Media (Focus issues: Cyberbullying, Mental Health & Digital Responsibility, Online Safety)
5. Gender Discrimination in School Activities (Focus Issues: Gender stereotypes and inequality, Discrimination in Leadership, Empowerment and Respect)
6. Environmental Neglect in the Community (Focus Issues: Environmental Degradation, Community Responsibility, Youth Involvement in sustainability)

Rubrics:

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Content & Reflection	Deep and meaningful reflection; personal insights clearly expressed.	Good reflection with some personal insight.	Basic reflection with limited depth.	Minimal or unclear reflection; lacks relevance or connection.
Organization & clarity	Well-structured and easy to follow; ideas flow logically.	Generally clear with minor flow issues.	Some disorganization; ideas may be unclear at	Poorly organized, hard to follow or lacks structure.



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			times.	
Delivery & Communication	Speaks clearly with appropriate tone, pacing, and expression.	Mostly clear and understandable ; some minor issues with tone or pace.	Often hard to hear or rushed; lacks expression.	Difficult to understand; monotone, mumbled, lacking effort.
Time Management	Fits within the required time (2-3 minutes; well-paced.	Slightly over or undertime, mostly well-paced.	Off-timing or rushed in places.	Significantly too short/long; poorly paced.

Option 2: Personal Reflection Journal

Students will write a personal journal choosing one among the types of journal listed below. In this assessment, not only will students show their understanding on the types of journal to be used in writing but it also enables them to express their feelings, experiences and reflections, thereby manifesting mental clarity, emotional-well being, and goal-tracking.

- Reflective Journaling
- Gratitude Journaling
- Dream Journaling
- Art Journaling
- Travel Journaling
- Food Journaling
- Health & Wellness Journaling

Rubrics:



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	Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
	Depth of Reflection	Provides deep insight; thoughtfully analyzes experiences and learning.	Shows some insight; explains ideas clearly.	Limited reflection; some general or surface-level thoughts.	Little to no reflection; vague or off-topic.
	Personal Connection	Strong personal connection; clearly relates to thoughts, feelings, or values.	Personal connection is present and relevant.	Some personal input; not fully developed.	Minimal or unclear personal connection.
	Organization & Clarity	Well-organized with logical flow and clear ideas.	Mostly organized; easy to follow.	Somewhat disorganized or unclear in parts.	Poorly organized; difficult to understand.
	Writing Quality	Few to no errors in grammar, punctuation, or spelling; excellent word choice.	Minor errors that do not distract from meaning.	Several errors that affect readability.	Many errors that interfere with understanding.
	Effort & Completeness	Goes beyond requirements; thorough and	Meets all basic requirements.	Partially complete; lacks detail.	Incomplete or shows minimal



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		thoughtful.			effort.
	<p>Option 3: Blog</p> <p>In their social media account, students will create a blog or a personal commentary detailing their thoughts and experiences on certain cultural or social issues that affect them. In this assessment, students must be able to express their emotions and deliver their opinions clearly. The performance task must also reflect the applied online protection strategies learned such as limiting personal information shared online and uploading files on safe online platforms.</p> <p>They may use their own personal Facebook page or they can use other free blog sites such as Tumblr, Weebly, Medium, WordPress.</p> <p>Sample contextualized situations that students may do includes:</p> <ul style="list-style-type: none"> • Religious Practices and Respect (Focus Issues: Religious Diversity and freedom, respecting different beliefs) • Language Use and Bias (Focus Issues: Accent bias, language discrimination, promoting inclusive classroom language) • Dress Code and Cultural Attire (Focus Issues: Cultural Attire & Identity, Dresscode vs. Cultural Expression, Stereotyping and Ignorance) • Cyberbullying on Social Media (Focus issues: Cyberbullying, Mental Health & Digital Responsibility, Online Safety) • Gender Discrimination in School Activities (Focus Issues: Gender stereotypes and inequality, Discrimination in Leadership, Empowerment and Respect) • Environmental Neglect in the Community (Focus Issues: Environmental Degradation, Community Responsibility, Youth Involvement in sustainability) 				
VI. REFLECTION	<p>1. How many students achieved 80% on the assessment? How many learners need remediation?</p>				



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<p><i>(Feedback and Continuous Improvement)</i></p>	<p>2. <i>Which of my teaching strategies worked well?</i></p> <p>3. <i>What difficulties did I encounter in the delivery of the lesson? How did I resolve these concerns?</i></p> <p>Remediation Activity:</p> <p>Self-Talk Journal</p> <p>This activity helps to improve intrapersonal communication by helping students become more aware of their inner dialogue, recognize patterns in their thinking, and practice constructive self-talk. This activity is for students who are struggling to write their thoughts and feelings.</p> <p><i>Instructions</i></p> <p>The teacher will ask the students to observe their internal dialogue for one full day and have them jot down brief notes each time they notice thoughts such as:</p> <ul style="list-style-type: none">○ Self-criticism (“I can’t do this”)○ Encouragement (“I’ve got this!”)○ Doubt, fear, planning, reflection, etc. <p>Prompt:</p> <p><i>“What are some things you said to yourself today, silently or mentally, during different situations (e.g., before speaking in class, after a mistake, during quiet time)?”</i></p> <p>The following day, the students will complete a short journal entry with these prompts:</p>
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- | | |
|--|---|
| | <ol style="list-style-type: none">1. <i>What happened today that made me feel proud, anxious, or uncertain?</i>2. <i>What did I say to myself at that moment?</i>3. <i>Was it helpful or unhelpful?</i>4. <i>How can I reframe that self-talk in a positive, supportive way?</i> |
|--|---|

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