

Lesson Exemplar in Life and Career Skills

Quarter 1

LESSON

1

Lesson Exemplar for Life and Career Skills 11

Quarter 1: Lesson 1

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LESSON EXEMPLAR			
Learning Area	Life and Career Skills	Grade Level	11
Semester	First Semester	Quarter	1st

I. OBJECTIVES <i>(Identifying the Goals)</i>	
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 <i>(Selecting Resources and Material)</i>	<p><i>Erik Erikson's Stages of Psychosocial Development</i> Saul McLeod, PhD, April 2025</p> <p><i>Brown, D, and Brooks, L (Eds), 'Career Choice and Development: Applying Contemporary Theories to Practice', San Francisco: Jossey-Bass, 2002.</i></p> <p><i>Department of Employment Services, 'Developmental Theories', accessed December 2008, (http://does.dc.gov).</i></p> <p>https://psychologyeducational.com/health-issues-in-adolescence-age/blogs/</p> <p>.</p>
<i>(These shall be accomplished per topic)</i>	
III. CONTENT <i>(Sequencing Content)</i>	<p>Understanding and Strengthening the Self</p> <p>Key Developmental Stages</p> <ul style="list-style-type: none"> • Erik Erikson's theory of psychosocial development • <i>Career Development Theory Review: Super's Life-Span, Life-Space Theory</i>

<p>IV. OBJECTIVES</p> <p><i>(Setting Clear Objectives and Analyzing the Tasks)</i></p>	<p>After the discussion, the students will be able to:</p> <ul style="list-style-type: none"> a. Determine the key developmental stages and tasks of Erik Erikson’s Psychosocial Theory and Donald Super’s Career Developmental Theory; b. analyze real-life scenarios and match them with the appropriate developmental stage and task; c. appreciate the importance of understanding one’s developmental stage in forming identity and making career decisions; and d. Role-play a scenario that depicts a conflict or milestone relevant to a specific developmental stage.
IV. PROCEDURES	ANNOTATION
<p>A. Activating Prior Knowledge</p>	<p>Option 1: Vision Casting</p> <p>Imagine that you are successfully retiring. You are tasked with giving a speech before a group of younger professionals by your manager.</p> <p>Procedures:</p> <ul style="list-style-type: none"> ● Carefully do a self-reflection of the event to yourself. You may choose to close your eyes. ● Identify the occasion ● Describe vividly what you are wearing ● Describe the feelings of the people in the audience who want to listen to you. ● Describe how you are feeling. Savor the moment. <p>Processing Questions</p> <ol style="list-style-type: none"> 1. How did you feel when you were entering the room to give your speech? 2. What did the other people in the room feel? 3. What were you feeling when you gave your speech? <p>The teacher tells the students to use what they already know from personal experience or previous lessons. This activity helps connect their knowledge to formal developmental theories.</p>

4. What advice did you give to the younger generation of employees
5. How does it feel to give such advice?

Option 2

Vision Board

Identify goals for yourself. Look at all the achievements that you have. You can be a successful student but you can also be successful with friends. You can be a person who can be depended on. A person who is reliable. You may be the person who excels in sports.

Afterwards, craft some goals that you have for yourself upon finishing senior high school, five years from now and ten years from now. You may use symbols to identify your goals for yourself.

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

Processing Questions

1. How does it feel to craft self-goals?
2. What can you say about the goals that you have for yourself?

	<p>3. How can you see yourself as a young adult? What work will you have?</p> <p>Option 3</p> <p>Future Headlines</p> <p>Imagine that you are now a successful adult. The newspaper is reporting about your success. Create a news article about this. You can also opt to have it in a magazine.</p> <p>Headline</p> <p>News content/Magazine Content</p>	
<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p>Direction: A two-minute video clip will be presented to the students, showcasing 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 of the students to arouse their curiosity. Three students will be called to answer the questions.</p> <p>Link: https://www.youtube.com/watch?v=egeDXHcNeNw</p> <p>Guide questions:</p> <ol style="list-style-type: none"> 1. What are the notable changes that you observe in the different stages of life? 2. At your age, what are the changes that you encounter that are similar to the person presented in the video clip that you have observed <p>Class Discussion</p>	<p>The short video montage used in Presenting Examples immediately connects learners to the topic by leveraging familiar life stages and relatable imagery.</p>

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, that must be resolved for healthy personality growth.

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

Day 2

Activity: Students will be asked to get a partner for this activity. A short interview should be conducted by each student with their chosen partner. The

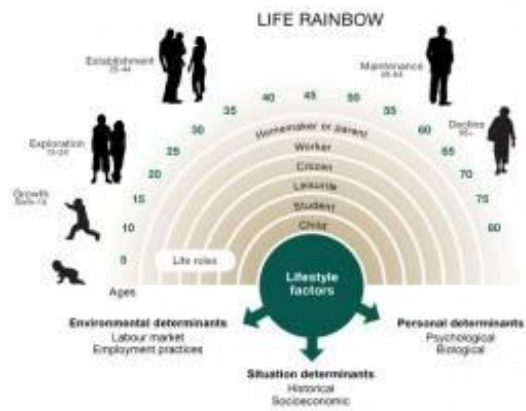
Discussing New Concept

In the previous activity, you successfully aroused the students' curiosity by presenting the video clip and answering the guide questions. Since the students were able to identify the different developmental stages that accompany various changes, it is now time to discuss Erikson’s theory with the students.

	<p>following questions may be used to help them collect the necessary information/data from their partner.</p> <ol style="list-style-type: none"> 1. How old are you? 2. What is your dream job? 3. How do you see yourself 10 years from now? 4. How do your life experiences affect your decision-making skills? 5. What made you choose this career? <ul style="list-style-type: none"> • Four students will be asked to present their collected data/information in class. • The activity elicits the students' social and career choice, which are related to the Life-Space theory of Donald Super. <p>Discussion: Thoroughly discuss the theory by explaining each level and by providing examples.</p> <p>Career Developmental Theory of Donald Super</p> <p>Donald E. Super's career development theory is perhaps 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-</p>	<p>An inquiry-based learning approach may be used to discuss this lesson. Start the lesson by doing the activity below.</p>
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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.

Characteristics



Stage

Age

Stage	Age	Characteristics
Growth	birth-14	Development of self-concept, attitudes, needs and general world of work

	Exploration	15-24	"Trying out" through classes, work hobbies. Tentative choice and skill development		
	Establishment	25-44	Entry-level skill building and stabilisation through work experience		
	Maintenance	45-64	Continual adjustment process to improve position		
	Decline	65+	Reduced output, prepare for retirement		
	Life stage	Adolescence 14-25	Early adulthood 25-45	Middle adulthood 45-65	Late adulthood 65+
	Decline	Giving less time to hobbies	Reducing sports participation	Focusing on essentials	Reducing working hours
	Maintenance	Verifying current occupational choice	Making occupational position secure	Holding one's own against competition	Keeping what one enjoys

1. Marco is invited a party. His friend's give him a high designer drugs. These are quite expensive but illegal. If you were Marco what would you do?

Processing Questions to Answer Before Presentation:

1. What is on Marco's mind when he was given expensive designer drugs?
2. Why did Marco's friends give him drugs?
3. What would Marco do in this situation? Will he have a dilemma? Explain your answer.
4. What would you do if you were in this situation?

2. Joey wants to take their relationship with his significant other to the next level. He knows that he has to prioritize his studies and getting in a good college. However, after dating for four years, he finds dating boring and want to explore something new. He wants to start having sexual relations with his significant other.

Processing Questions to Answer Before Presentation:

1. Why would Joey want to take their relationship to the next level?
2. What would his significant other feel if Joey asks this?
3. What factors led him to think that they should be going to the next level?
4. What are the consequences of this action?
5. If you were Joey's significant other, how would you make your decision?

3. Madel wants to enter the most popular university in their province. She prepares hard for the entrance examinations. She confidently took the test. When the results got released, she failed. She feels that it is the end of the world for her and she does not want to study anymore.

Processing Questions to Answer Before Presentation:

1. Why is Madel feeling this way? Would you feel the same way, too?
2. What options can Madel take after failing this exam?
3. What advice would you give Madel if you were her friend?
4. If you were to write a letter of support to Madel, what would the contents be? Write a short note to Madel.

Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Accuracy of Content	Accurately and clearly depicts all relevant developmental stages with correct information and examples.	Depicts most developmental stages accurately with minor errors or omissions.	Shows some understanding but includes several inaccuracies or missing stages.	Misrepresents developmental stages or lacks understanding of content.
Creativity and Engagement	Skit is highly creative, engaging, and holds audience attention throughout.	Skit is creative and mostly engaging with good use of props and dialogue.	Skit shows some creativity but is only somewhat engaging or lacks	Skit lacks creativity and fails to engage the audience.

		Uses props, dialogue, and actions effectively.		variety in presentation.	
	Clarity and Organization	Skit is well-organized, easy to follow, and clearly presents the progression of stages.	Skit is mostly organized and understandable with minor lapses in flow.	Skit has some organizational issues that make it difficult to follow at times.	Skit is disorganized and confusing, making it hard to understand the developmental progression.
	Teamwork and Collaboration	All members contribute equally and work seamlessly together.	Most members contribute and collaborate well with minor issues.	Unequal participation; some members dominate or do not contribute.	Poor teamwork; lack of cooperation and participation from several members.
	Use of Language and Expression	Language is clear, appropriate, and expressive; actors convey emotions and concepts effectively.	Language is mostly clear and appropriate with some expressive moments.	Language is sometimes unclear or inappropriate; limited expression.	Language is unclear, inappropriate, or monotone; lacks expression.

	<p>Timing and Pacing</p> <p>Skit fits within the allotted time and maintains a good pace throughout.</p> <p>Skit mostly fits the time limit with minor pacing issues.</p> <p>Skit is too short or too long with noticeable pacing problems.</p> <p>Skit is poorly timed, significantly too short or too long, disrupting flow.</p>	
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p>Activity:</p> <p>This is a research-based activity where students will be asked to search for news or an article online about the different developmental stages. A group with eight members should be formed, assigning (1) leader, (1) Secretary, and (2) Presenters.</p> <p>The students should read the news or article properly, understanding how Erik Erikson's Psychosocial Theory or Donald Super's Career Developmental Theory affects the person involved in the news or article.</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</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. In her early years, during the growth</p>	

	<p>stage, 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 ultimately achieving global success by winning gold in the 2020 Tokyo Olympics. This phase marked the peak of her competitive career and solidified her identity as a professional athlete and national icon. Currently, she appears to be 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>Source: (https://philstarlife.com/news-and-views/125543-hidilyn-diaz-history)</p> <p>Processing Questions</p> <p>How can you describe Hidilyn's adolescence?</p> <p>How can you describe Hidylyn's early adult life?</p> <p>What factors contributed to Hidylyn's success.</p> <p>2. Making Generalization</p> <p>Activity: FOCUS GROUP DISCUSSION</p> <ol style="list-style-type: none">1. How would you describe your current life stage?2. What achievements are you proud of?	
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	<p>3. What challenges have you overcome?</p> <p>4. How do you envision yourself in the next life stage, young adulthood?</p> <p>5. What plans can be made to make this next stage successful?</p> <p>3. Evaluating Learning</p> <p>Class Vision Board</p> <p>Each student receives one meta card to stick on the board.</p> <p>Write the word, SUCCESS in the middle of the board.</p> <p>Afterwards, let each student write how they see themselves successfully five years from now in one sentence. All answers are accepted.</p> <p>Processing Questions</p> <ol style="list-style-type: none"> 1. What can you say about the class vision board? 2. What can you say about the success markers of your classmates? 3. How does a successful person/young adult look like in terms of a. career, b. relationships with peers, c. relationships with superiors <p>4. Additional Activities</p> <p>Option 1: Identity Collage</p> <p>Ask students to draw symbols or paste pictures on how they define their identity as a young adult.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What are the symbols you have identified? 	
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	<p>2. How do these define who you are?</p> <p>Add these: Option 1</p> <p>Identity Exploration Journal</p> <p>Create journal entry on your personal identity. Reflect on personal identity, values, and aspirations. Answer with honesty and depth. Answer the following questions in your journal:</p> <ul style="list-style-type: none">○ <i>“Who am I?”</i>○ <i>“What are my strengths and values?”</i>○ <i>“What do I want to do after high school?”</i> <p>Option 2</p> <p>Timeline of Important Life Events</p> <p>Create a timeline of your significant life events. In each important event, place a symbol that describes it.</p> <p>What are the significant life events?</p> <p>Why are these significant to you?</p> <p>How do these shape your identity?</p> <p>Option 3</p> <p>Legacy Taglines</p>	
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	<p>Commercials have taglines that show that the product can be reliable or marketable. If you were to create a commercial about yourself and your strengths, what would this be.</p> <p>Write three to five sentences on how you want your work as a professional/ career person to be remembered.</p> <p>You can opt to create a short commercial about it on TikTok</p>	
<p>V. ASSESSMENT <i>(Assessing Learnings)</i></p>	<p>Matching Type</p> <p>Instructions: Match each developmental stage (Column A) with its correct description or characteristic (Column B). Write the letter of the correct answer on the blank provided.</p> <p>Column A – Developmental Stage</p> <ol style="list-style-type: none"> 1. ___ Infancy 2. ___ Early Childhood 3. ___ Middle Childhood 4. ___ Adolescence 5. ___ Early Adulthood 6. ___ Middle Adulthood 7. ___ Late Adulthood <p>Column B – Characteristics</p> <p>A. Period of rapid growth, identity exploration, and puberty</p> <p>B. Development of independence, refinement of motor and language skills</p>	

- C. Stable work and family relationships, focus on productivity
- D. Retirement, life reflection, physical decline
- E. Development of trust through bonding with caregivers
- F. Focus on skill mastery, logical thinking, and peer relationships
- G. Establishing intimate relationships and career paths

Multiple Choice Test

1. According to Erikson, what is the primary psychosocial task of adolescence?

- A. Trust vs. Mistrust
- B. Identity vs. Role Confusion
- C. Autonomy vs. Shame
- D. Integrity vs. Despair

Answer: B

2. A teenager exploring different career options and ideologies is experiencing:

- A. Role confusion
- B. Identity formation
- C. Inferiority
- D. Intimacy development

Answer: B

3. Failure to establish a clear identity during adolescence may result in:

- A. Shame and doubt
- B. Isolation

C. Role confusion

D. Stagnation

Answer: C

4. The psychosocial crisis faced in young adulthood is:

A. Identity vs. Role Confusion

B. Industry vs. Inferiority

C. Intimacy vs. Isolation

D. Generativity vs. Stagnation

Answer: C

5. A young adult who avoids meaningful relationships may experience:

A. Intimacy

B. Isolation

C. Generativity

D. Despair

Answer: B

6. During middle adulthood, Erikson believed people strive for:

A. Isolation

B. Generativity

C. Role identity

D. Integrity

Answer: B

7. A parent mentoring a younger employee or guiding children is showing:

A. Intimacy

B. Identity

C. Generativity

D. Ego Integrity

Answer: C

8. According to Erikson, stagnation in middle adulthood may manifest as:

A. Productivity

B. Boredom and lack of purpose

C. Role confusion

D. Isolation from peers

Answer: B

9. In late adulthood, the main psychosocial conflict is:

A. Trust vs. Mistrust

B. Initiative vs. Guilt

C. Integrity vs. Despair

D. Generativity vs. Stagnation

Answer: C

10. An elderly person looking back at life with a sense of fulfillment is experiencing:

	<p>A. Despair</p> <p>B. Isolation</p> <p>C. Integrity</p> <p>D. Shame</p> <p>Answer: C</p>
<p>VI.</p> <p>REFLECTION</p> <p><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>How did you structure and deliver the lesson?</p> <ul style="list-style-type: none"> • 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 about students' understanding of the content? • What worked well in this lesson and why? • What challenges did you encounter, and how did you manage them?

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