

Lesson Exemplar in Life and Career Skills

Quarter 1

LESSON

2

Lesson Exemplar for Life and Career Skills
Quarter 1: Unit 1

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LESSON EXEMPLAR

Learning Area	Life and Career skills	Grade Level	11
Semester	First	Quarter	Quarter (week 2)

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>Examine one's sense of self through understanding key developmental stages, tasks, and protective and risk factors of late adolescence and early adulthood.</i>
II. REFERENCES and MATERIALS <i>(Selecting Resources and Material)</i>	CDC Youth Violence Prevention (2024): Risk and Protective Factors: https://www.cdc.gov/youth-violence/risk-factors/index.html Centers for Disease Control and Prevention (CDC). 2020. "Moving Forward." Video. YouTube. https://www.youtube.com/watch?v=FJDwe2RkOqo . 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 .

(These shall be accomplished per topic)

III. CONTENT <i>(Sequencing Content)</i>	Understanding protective and risk factors, sense of self, and health and wellness in their transition from late adolescence to early adulthood. Identification of protective and risk factors of late adolescence and early adulthood on self- concept.
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	Explanation of the interconnectedness of protective and risk factors of late adolescence and early adulthood on self-concept.	
IV. OBJECTIVES <i>(Setting Clear Objectives and Analyzing the Tasks)</i>	At the end of the lesson the learner will be able to: <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) • appreciate the different protective and risks factors in your environment that can develop the wellbeing . (A) 	
IV. PROCEDURES		ANNOTATION <i>*Instruction to the teacher on how to facilitate the activities.</i> <i>*In the Annotation, explicitly explain how the IDF is applied in each part of the lesson</i>
A. Activating Prior Knowledge	1. Activating Prior Knowledge Review from the previous lesson on Developmental stages: <ol style="list-style-type: none"> 1. What are the stages of development according to Erik Ericson? 2. As adolescents, at what stage do you belong to? 3. Do you think it is significant to understand the stage you belong to? Explain your answer. Option 1: Brainstorming The teacher will have a quick survey to gauge students' initial understanding of protective and risk factors. <ul style="list-style-type: none"> • What comes to mind when you hear the term 'protective and risk factors'? (Teacher may use word cloud app (Mentimeter, slido, etc.) for digital or the teacher will write students' answers on the board.) Processing Questions:	The teacher will facilitate the class by choosing activities from the given options of



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1. What did you observe from the activity?
2. Do you think protective factors are important in your life?
3. Can you think of an example of a risk factor in your own life?

Option 2: Picture Analysis



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 we will discuss more about it. Can you tell me about this picture?

Processing Questions:

1. What factors will endanger this child?
2. What factors will help this child make it or succeed in life?
3. What do you think the future would be for this child?

2. Establishing the Purpose of the Lesson

Option 1: Let me Check Activity : Protective and Risk factor

The teacher will give students a copy of the checklist and ample time to check and identify the risk or protective factors they have as individuals, from peers, family, school and community.

activities suitable to the need and skills of students.

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

Note: The checklist activity is highly recommended to be



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Risk and Protective Factors Checklist V.3

Youth: _____ Date: _____

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

used to understand student's situation and take necessary action if needed.

The teacher will facilitate the class by choosing activities from the given options of



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Processing Questions:

1. What are the risk factors you did you check?
2. Which aspect has more protective factors or risk factors? Discuss your answer.
3. What can you do to build more protective factors in your own life or for someone else?

Option 2: Protective and Risk Factors Speed Chat

Group: Pairs, rotating

✳ Materials:

A timer or stopwatch

1. The teacher will instruct the students,
“We’re going to do a speed chat!

(Diversity of learners and inclusive education)

Students will talk with partners from different groups including those with disabilities, members of indigenous groups, from different religions, etc. They will share ideas about protective and risk factors—things that help us stay safe or make it harder to do well.”

2. Have students form pairs (or one circle inside another if you're rotating).
Set a timer for 1 minute per round.

3. Speed Chat Rounds (4–6 minutes)

Each round, give a prompt like:

1. Name one protective factor in your life.
2. What risk factors do teens face at school?
3. What can someone do to turn a risk into a protective factor?
4. How do friends influence our choices?

Pairs discuss for 1 minute, then rotate to a new partner and repeat with a new question.

Processing Questions:

1. What did you observe from the activity?
2. What was something interesting or helpful you heard?
3. What have you realized from the activity?

activities suitable to the needs and skills of students.

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 managed. We will have activities to understand these.

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



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Option #1 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**)

Give a sticky/meta card to each student where they will:

- 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.

The teacher will choose a few sticky notes at random and read them aloud.

Examples:

Protective: Having supportive parents,
Talking to a counselor,
Playing sports

Risk: Being pressured to use prohibited drugs,
Skipping school,
Bullying



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Then the teacher will ask:

- Is this a risk or protective factor? Why?

Processing Questions:

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?

Option 2: Mindfulness activity: My Inner Shield:

Breathing Through Risks and Strengths "Steps:

Settle Down (2 minutes):

Ask students to sit comfortably, close their eyes, and take deep breaths—inhaling through the nose and exhaling through the mouth.

Guided Visualization (5 minutes):

Read the script below slowly, pausing where appropriate to give them time to reflect.

Mindfulness Script (Read Aloud)

"Close your eyes. Take a deep breath in... and slowly let it out. With each breath, feel your body becoming more 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."

Reflection and Journaling (5–8 minutes):

After the visualization, students will open their eyes and write down:


3 things they consider risk factors in their lives (e.g., stressors, habits, relationships)

3 protective factors (e.g., supportive people, strengths, hobbies, values)

The teacher will facilitate carefully in doing the **mindfulness activity** and read the **script** given below.



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	<p>One thing they can do to strengthen a protective factor this week</p> <p>Processing Questions</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 #3: 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? 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>Processing Questions:</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?	
B. Instituting New Knowledge	<p>3. Presenting Examples</p> <p>Option #1 Video analysis:</p> <p></p> <p>Moving Forward.mp4</p> <p>https://youtu.be/FJDwe2RkOqo</p> <p>Centers for Disease Control and Prevention (CDC). 2020. "Moving Forward." Video. YouTube. https://www.youtube.com/watch?v=FJDwe2RkOqo.</p>	<p><i>The teacher will play a video clip for the class and encourage students to carefully observe the content. Before playing the video clip, the teacher will instruct learners to take note of the behaviors of the characters in the video and make comparison and contrast.</i></p>



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Processing Questions:

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. 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 3: Count Me In:

The teacher will guide students to answer this activity using the given sample ideas below. Let the students will decide where each example belongs and write it in the right column of the chart below.

Think about:

Is this about me personally or about my relationships (like family, friends, or teachers)?
Is this something that puts me at risk or helps protect me?

Individual Risk Factors	Relational Risk factors	Individual Protective Factors	Relational Protective Factors

Sample ideas of Risk factors and Protective factors:

Individual Risk factors

History of violent victimization.
Attention deficits, hyperactivity, or learning disorders.
Involvement with drugs, alcohol, or tobacco.
Poor behavioral control.

*In this activity the student may practice **reflective and responsive** ideas.*

In this activity, your teacher will share some examples of different situations or traits. Some of these might be risk factors—things that make life harder or more challenging. Others will be protective factors—the things that help us stay strong, healthy, and safe.



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Deficits in social cognitive or information-processing abilities.

High emotional distress.

History of treatment for emotional problems.

Antisocial beliefs and attitudes.

Exposure to violence and conflict in the family

Relational Risk factors

Authoritarian child rearing attitudes.

Harsh, lax, or inconsistent disciplinary practices.

Low parental education and income.

Parental substance abuse or criminality.

Poor family functioning.

Poor monitoring and supervision of children.

Association with delinquent peers.

Involvement in gangs.

Social rejection by peers.

Poor academic performance.

Individual Protective Factors

High IQ.

High grade point average

High educational aspirations.

Highly developed social skills/competencies.

Religious beliefs.

Relational Protective factors

Connectedness to family or adults outside the family.

Ability to discuss problems with parents.

Perceived parental expectations about school performance are high.

Frequent shared activities with parents.

Consistent presence of parents during at least one of the following: when awakening, when arriving home from school, at evening mealtime, or when going to bed.

Possession of affective relationships with those at school that are strong, close, and pro-socially oriented.

Exposure to school climates with intensive supervision, clear behavior rules, firm disciplinary methods, and engagement of parents and teachers.

Reference: "Risk and Protective Factors." 2024b. Youth Violence Prevention. March 12, 2024.

<https://www.cdc.gov/youth-violence/risk-factors/index.html>.

Processing Questions:



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1. What are the risk factors you are facing as adolescents?
2. Which protective factor do you think makes the biggest difference in a person's life? Explain.
3. What's one thing you can do to build more protective factors in your own life or for someone else?

2. Discussing New Concept

Now that we identified what protective and risk factors are, let's explore how these really show up during 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)

The teacher will facilitate the class by choosing activities from the given options of activities suitable to your students.



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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.

Development Area	Protective Factors	Risk Factors	Impact on Self-Concept & Well-Being
Physiological	<ul style="list-style-type: none">- Regular physical activity- Balanced nutrition and sleep- Access to healthcare	<ul style="list-style-type: none">- Chronic illness or poor health- Substance abuse- Poor lifestyle habits	Positive physical health boosts confidence, energy, and emotional stability. Poor health can reduce self-esteem and increase stress or emotional strain.
Psychosocial	<ul style="list-style-type: none">- Supportive relationships (family, friends, mentors)- Good communication and social skills- Growing autonomy and independence	<ul style="list-style-type: none">- Social isolation or loneliness- Peer pressure or toxic comparisons- Unstable or toxic relationships	Strong social support and autonomy enhance self-worth and belonging. Isolation or negative relationships can damage self-image and well-being.
Emotional	<ul style="list-style-type: none">- Emotional intelligence- Healthy coping strategies and self-efficacy- Sense of purpose and goals	<ul style="list-style-type: none">- Mental health issues (e.g., anxiety, depression)- Low self-esteem- High unmanaged stress	Emotional stability and resilience promote a positive self-concept. Poor mental health or stress reduces emotional well-being and self-confidence.

The teacher may present a guided discussion or group discussion and presentation.



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Processing Questions:

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?

Option 2: Group Discussion

Students will discuss specific questions related to protective and risk factors in their development and well-being, then present their conclusions to the class.

Divide the Class into 5 Groups

Split the class into five small groups (4-5 students per group works well).

1. Assign each group a unique question to discuss and answer.
2. Assign Questions to Groups

Group 1: Protective Factors in Physiological Development

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?

Group 2: Risk Factors in Emotional Development

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?

Group 3: Risk and Protective Factors in Relating with Others

What is Psychosocial development?

How do relationships with peers and family serve as protective or risk factors for psychosocial development?

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



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How can these relationships impact self-concept and emotional well-being?

Group 4: Managing Stress and Coping Mechanisms

What are the causes of your Stress?

What do you do in managing stress in your late adolescence and early adulthood?

How can good coping strategies be a protective factor?

Group 5: Importance of Self-concept for well-being

1. What influences one's self-concept and overall well-being? How can protective factors help enhance your well-being in young adults?

3. Discussion and Preparation Time

Provide 15 minutes for the groups to:

- 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.

Presentation Guidelines

- 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.

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

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's during this stage of life?

The teacher will also provide rubric on what and how to present the group activity.



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3. 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

Processing Questions:

1. Which protective factors can be strengthened?
2. How can risk factors be mitigated?

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



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	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”</p> <p>► Example: moving to a new school, having family problems, feeling stressed, getting good grades. For each life event, they will write: A protective factor that helped (like enough sleep, a caring friend, advice from a parent). A proactive action they did or can do (like joining a club, asking a teacher, managing time). Where the support came from: Self, Family, or Community Let students decorate their path with drawings, stickers, or color to show their story. Ask them to pair up with a classmate and share their map.</p> <p>Example (on the map): Event: I was stressed before exams Protective Factor: My older sister helped me review Proactive Action: I made a study schedule Support From: Family</p> <p>Processing Questions: 1. Which protective factors can be reinforced? 2. How can risk factors be reduced? 3. What roles do peers, families, schools, and communities play? <i>Note: See rubric in the annex</i></p> <p>Option 2: Risk and Protective Factor Mapping</p> <p>The teacher will instruct students to draw a "web" of the people, habits, and supports in their lives that help keep them healthy and strong in facing the challenges or risk factors.</p>	<p><i>The teacher will ask students to draw or create a path (like a road, mountain trail, or timeline).</i></p> <p><i>The teacher may ask students to think of 3–5 life events or challenges they have faced (or might face) between ages 15 to 25.</i></p>



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You can imagine the student at the center of a spider web, with each strand connecting to:

Inner Ring – closest and most consistent supports (e.g., family, best friend, teacher).

Middle Ring – regularly accessed supports (e.g., counselor, club adviser, groupmates).

Outer Ring – occasional but important supports (e.g., barangay official, online tools).

Processing Questions:

1. Which habits and practices are protective factors can be reinforced?
2. Which supports you consider significant for protective factors?
3. What roles do peers, families, schools, and communities play?

Option 3: Protective/Risk Role Play & Movement Freeze Tableau Frames

The teacher will guide the students to form groups with 5-6 members. Each group will be given a scenario to portray about protective and risk factors. They will act then freeze at the end.

Instructions:

1. Form small groups of 5-6 students.
2. Choose one scenario to act out based on either:
 - 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)
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

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*



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Processing Questions:

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

2. Making Generalization

Option 1: Concept Map-Generalization

The teacher guides the students in doing concept map to summarize the lesson. Let students do their creative concept map in summarizing 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)

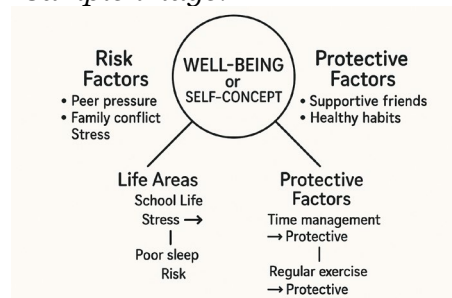
Branch 3: Life Areas:

School Life: Stress → Risk; Time management → Protective

Health: Poor sleep → Risk; Regular exercise → Protective

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

Sample image:



Option 2: 3-5 Sentence-Summary

*promotes **action** and **empathy**.*

The teacher will facilitate the class guiding students Protective/Risk Role Play & Movement Freeze Tableau Frames

(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



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The teacher will guide students to write their own version of the generalization in 3–5 sentences using their personal reflections.

Example:

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.

3. Evaluating Learning

Case Study: Group Discussion

The teacher will divide the class into two groups.
Group 1 will read and discuss about Janelle’s story
Group 2 will read and discuss about Mark’s story
Guide questions:

1. What challenges (risk factors) the person is facing
2. What supports (protective factors) are helping them
3. How all of this might be affecting how they see themselves and their well-being
4. What advice would you give them if they were your friends in the scenario?

Scenario 1: “Rico’s Reality”

Rico is 17 and lives in a small community where many young people struggle with substance use. Some of his older cousins have dropped out of school and are frequently involved in drinking or using drugs. It’s common to hear about fights or accidents related to substance use in his neighborhood.

Rico has seen how addiction can tear families apart—his uncle lost his job and no longer lives with his family because of it. Lately, some of Rico’s classmates have started pressuring him to join them at weekend parties where there’s alcohol and other substances. He feels torn—he wants to fit in, but he also knows the risks.

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 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.”



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Despite this pressure, Rico is passionate about music. He spends hours practicing the guitar and recently joined a youth band that performs at local events. His music teacher has been supportive, encouraging Rico to use his talent as a positive outlet. His mother, although busy with work, always makes time to ask how his day went and reminds him how proud she is of him for staying focused.

Discussion Questions:

1. What are the risk factors in Rico's environment that could lead him toward addiction?
2. What protective factors help Rico stay on a healthier path?
3. How does Rico's self-concept influence the decisions he makes in this situation?
4. What kind of support systems are important for someone like Rico to avoid negative influences in the community?
5. If you were Rico's friend, how would you support him?

Scenario:2 "Janelle's Journey"

Janelle is 17 years old and in her final year of high school. Lately, she's been feeling a lot of pressure—her grades are slipping, and she's worried about getting into college. At home, her parents argue often, and she doesn't feel comfortable talking to them about how stressed she is.

Janelle used to enjoy hanging out with her friends, but now she feels disconnected. She scrolls through social media and compares herself to others, which makes her feel even worse about herself. She often thinks, "I'm not good enough."

Despite all this, Janelle has a few bright spots. Her English teacher noticed she wasn't herself and encouraged her to join the school's creative writing club. Janelle enjoys writing and feels a little better when she expresses her feelings through poems. One of



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	<p>her closest friends also checks in with her regularly and reminds her to take care of herself.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none">1. What are some of the risk factors Janelle is facing right now?2. What protective factors are present in her life, and how do they help her?3. How might Janelle's self-concept and well-being be affected by her current situation?4. What else could Janelle do to support her mental health and build more protective factors?5. If you were Janelle's friend, how would you support her? <p>4. Additional Activities</p> <p>Evaluation and Journaling Activity:</p> <p>Journal Questions:</p> <ol style="list-style-type: none">1. List 3 protective factors you want to strengthen in your life to reach your dreams.2. Identify 2 risk factors you currently face. How can you manage or reduce their impact?3. How can being more mindful of your body help you make safer decisions? <p><i>The Teacher will guide students and follow-up students daily monitoring activity that can help them minimize risk factor and have healthy activities for protective and proactive factors to help their well-being.</i></p>	
<p>V. ASSESSMENT</p> <p><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. <i>(to make this more interactive the teacher may use sign language or hand signal of the letter of the correct answer)</i></p> <ol style="list-style-type: none">1. What is a protective factor?	



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- 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.
2. Which of the following is a risk factor for emotional development in early adulthood?
- A) Strong family support
 - B) Positive peer relationships
 - C) Chronic stress and anxiety
 - D) Physical exercise and good nutrition
3. Which of the following is an example of a protective factor for psychosocial development?
- A) Substance abuse
 - 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



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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 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?
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

Key to Corrections:

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



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	<p>Reflective journal</p> <p>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 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>I realize that ...</i> <i>After graduating from SHS, I attain my goals by _____.</i> <i>I can be a good entrepreneur by _____.</i> <i>I can be employed _____.</i> <i>I can enhance my skills by _____.</i> <i>I can pursue higher education by _____.</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><i>Reflect on your risk and protective factors as a student. Identify how you can improve your protective factors and minimize or manage your risk factors. For example, if you are living in an environment who has substance users, you may try to practice refusal skills. If your parents are in constant argument and do not have time for you, you can try asking for help from your teachers or guidance counselors. Write your reflection in your journal.</i></p>

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Rubric for Group Discussion

CRITERIA	5 EXCELLENT	4 GOOD	3 Developing	2 Fair
<i>Teamwork / Collaboration</i>	<i>All members of the group are actively involved</i>	<i>Almost all members of the group are involved</i>	<i>Some of the group members are involved</i>	<i>Only a few members are involved</i>
<i>Organized thoughts and ideas/ contents</i>	<i>Thoughts and ideas/ content are well-organized</i>	<i>Thoughts and ideas/ organized</i>	<i>Thoughts, ideas, and contents are somewhat organized</i>	<i>Information is not organized</i>
<i>Creativity presentation</i>	<i>Creativity is highly evident.</i>	<i>Creativity is evident.</i>	<i>Creativity is somewhat evident.</i>	<i>Creativity needs improvement</i>
<i>Timeliness</i>	<i>Finish the activity on time</i>	<i>Finish the activity 2 minutes overtime</i>	<i>Finish the activity 3 minutes overtime</i>	<i>Finish the activity 4minutes overtime</i>

Rubric: Role Play & Movement Activity

Criteria	Excellent (4 pts)	Good (3 pts)	Needs Work (1–2 pts)
Clear Message	The scenario clearly shows a protective or risk factor.	The message is mostly clear.	The message is confusing or unclear.
Team Participation	Everyone in the group was involved and worked well together.	Most of the group participated.	Only a few members were involved.
Freeze Frame	The final pose clearly shows how the characters feel.	The pose shows some emotion.	The pose is not clear or doesn't match the scene.
Choices & Outcome	The group shows a clear decision and what happened after.	Some decision-making is shown.	There is no clear choice or outcome.
Group Explanation	The group explains the factor and lesson clearly.	The explanation is basic but correct.	The explanation is unclear or missing.



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Rubric: Life Map Presentation

Criteria	Excellent (5)	Proficient (4)	Developing (3)	Beginning (2)
Life Events	Clearly explains with insightful experiences	Explains with relevant experiences	Mentions events	Limited or no understanding
Protective factors	Clearly identifies and explains many protective factors	Identifies and explains 3 protective factors	Mentions a protective factor	No clear identification
Proactive Actions	Clearly explains many Proactive Action	Explains 2 protective factors	Vague or lacks coherence	No clear action
Creativity and Presentation	Well-organized and creative presentation	Clear and organized	Lacks clarity or engagement	Disorganized presentation
Total Score (out of 20)				



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Risk and Protective Factors Checklist V.3

Youth: _____

Date: _____

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



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