

Lesson Exemplar in Life and Career Skills

Quarter 1

LE

3

Lesson Exemplar for Life Skills
Quarter 1: Lesson Exemplar 3

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LESSON EXEMPLAR

Learning Area	Life and Career Skills	Grade Level	11
Semester	First Semester	Quarter	First Quarter (Week 3)

I. OBJECTIVES *(Identifying the Goals)*

Content Standard	The learners demonstrate understanding of the interconnectedness of developmental tasks, protective and risk factors, sense of self, and health and wellness in their transition from late adolescence to early adulthood.
Performance Standard	The learners reflect on their personal experiences as adolescents in terms of developmental tasks, protective and risk factors, sense of self, and health and wellness.
Learning Competencies	1. Examine one's sense of self through understanding key developmental stages, tasks, and protective and risk factors of late adolescence and early adulthood

II. REFERENCES and MATERIALS

(Selecting Resources and Material)

This section involves the selection of high-quality, contextualized, and technology-enhanced learning materials that align with the instructional objectives. Chosen resources should be inclusive, accessible, and responsive to the diverse needs of learners, aiming to enhance engagement, support differentiated instruction, and foster meaningful skill development.

Chen, Ruihua, Javed Iqbal, Yanghe Liu, Mengmei Zhu, and Yi Xie. "Impact of self-concept, self-imagination, and self-efficacy on english language learning outcomes among blended learning students during COVID-19." *Frontiers in psychology* 13 (2022): 784444.

Panadero, Ernesto, Javier Fernández, Leire Pinedo, Iván Sánchez, and Daniel García-Pérez. "A self-feedback model (SEFEMO): secondary and higher education students' self-assessment profiles." *Assessment in Education: Principles, Policy & Practice* 31, no. 3-4 (2024): 221-253.

Rhee, Kenneth, and Tracey Sigler. "Can you develop self-awareness? Only if you are willing." *Journal of Leadership Education* (2024).

"Robson Self-Concept Questionnaire, RSCQ," n.d. <https://psytests.org/life/rscqen.html>.

Rosenberg, Morris. *Rosenberg Self-Esteem Scale (RSE)*. *Conceiving the Self*. Basic Books, 2006. <https://www.apa.org/obesity-guideline/rosenberg-self-esteem.pdf>.

	<p>Saks, Katrin. "The effect of self-efficacy and self-set grade goals on academic outcomes." <i>Frontiers in psychology</i> 15 (2024): 1324007.</p> <p>Sedikides, Constantine, and Erica GD Hepper. "Self-improvement." <i>Social and Personality Psychology Compass</i> 3, no. 6 (2009): 899-917.</p> <p>"Find Your 24 Character Strengths Personal Strengths List VIA Institute," n.d. https://www.viacharacter.org/character-strengths.</p> <p>Wu, Caiyun, Xueting Liu, Jinxin Liu, Yanqiang Tao, and Yuting Li. "Strengthening the meaning in life among college students: the role of self-acceptance and social support-evidence from a network analysis." <i>Frontiers in Psychology</i> 15 (2024): 1433609.</p> <p>Zhao, Ying, Zeqing Zheng, Chenchen Pan, and Lulu Zhou. "Self-esteem and academic engagement among adolescents: A moderated mediation model." <i>Frontiers in psychology</i> 12 (2021): 690828.</p>	
<i>(These shall be accomplished per topic)</i>		
III. CONTENT <i>(Sequencing Content)</i>	<p><i>This section outlines the lesson or topic that learners need to learn to independently attain the Content Standard and achieve the Performance Standard</i></p> <ul style="list-style-type: none">Strengthening Protective Factors and Minimizing/Managing Risk Factors Experienced During Adolescence and Early AdulthoodThe Influence of Protective and Risk Factors on One’s Sense of Self	
IV. OBJECTIVES <i>(Setting Clear Objectives and Analyzing the Tasks)</i>	<ol style="list-style-type: none">Describe various protective and risk factors experienced during adolescence and early adulthoodExplain how these protective factors and risk factors influence one’s sense of self in this critical period of developmentApply intervention and strategies that strengthen protective factors and reduce risk factors to enhance the sense of self for personal development and well-being <p><i>This section outlines the unpacked learning competencies. These are the knowledge, skills, and attitudes that the learners will gain after the instructions.</i></p>	
IV. PROCEDURES <i>(Selecting Strategies, Making Meaningful Content, Delivering Lesson and Assessing Learning)</i> This section focuses on selecting learner-centered, evidence-based instructional approaches such as problem-based learning, collaborative tasks, interdisciplinary		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>

<p>integration, and technology-enhanced instruction. These strategies are intended to foster active engagement, critical thinking, and adaptability across diverse learning pathways. The chosen approaches and methodologies will be reflected through varied and relevant activities and assessments that emphasize real-world relevance and application, thereby enhancing learner engagement and comprehension.</p> <p>(Each part shall have 2-3 varied activities)</p>	
<p>A. Activating Prior Knowledge</p>	<p>1. Activating Prior Knowledge</p> <p><i>This involves activities in which the learners can recall or connect what they already know that is relevant to the new lesson. It serves as a cognitive bridge between previous learning and new concepts. This can be done through questioning, short activities, visual prompts, or discussions.</i></p> <p>Good day, everyone! Let us start our day with an activity that reflects our understanding of protective and risk factors (teachers may choose which activity)</p> <p>Option 1: Draw Lots and Discuss</p> <ul style="list-style-type: none"> • The Teacher will prepare 10 to 12 slips of paper, write various protective (5 to 6) and risk factors (5 to 6), and place them in the bowl • The teacher will divide the class into small groups (5 to 6), then each representative of the groups will draw slips from the bowl. • The representatives will bring the slips into their respective groups and discuss whether those are protective factors or risk factors • Each group will share its discussion in front of the class <p>Option 2: Spin-A-Wheel</p> <ul style="list-style-type: none"> • The teacher will prepare a wheel of various protective factors and risk factors (if technology and devices are available, a digital wheel may be presented to the class; <p>The teacher will choose a task from three options. After assigning a task to the students, they will answer the processing questions.</p> <p>The component of IDF that we could see in this section is Connection because interrelatedness of the learners experiences and learning to the new concept that will be introduced.</p>

	<p>otherwise, whatever materials that could be improvised as a wheel, or it could be spin-a-bottle)</p> <ul style="list-style-type: none"> • Teachers will ask a student who will spin the wheel of protective and risk factors • When the wheel stops, the student will read it aloud and determine if that is a protective or risk factor and explain why. Repeat the same process until the allotted time for this activity permits <p>Option 3: Game Changer</p> <ul style="list-style-type: none"> • The teacher will divide the class into small groups (5 or 6, depending on the class size) • Each group picks (or is assigned) a superhero • Students will add 1 risk factor to the superhero (e.g., internal or external weakness), and remove 1 protective factor (e.g., removing one capability or power) • Groups will role-play the superhero's situation and how these changes affect his/her identity and choices <p>Process questions:</p> <ol style="list-style-type: none"> 1. How do you determine protective factors and risk factors? 2. What makes certain factors damaging (risk) and beneficial (protective) to adolescents like you? <p>2. Establishing the Purpose of the Lesson</p> <p><i>In this part, the learners will know the learning goals, relevance, and real-life applications of the lesson. It sets expectations and provides motivation by answering the question: "Why are we learning this?"</i></p> <p>From the previous activity, we could realize that several factors are both damaging and beneficial. As you transition from adolescence to adulthood, you will be facing or perhaps currently facing different challenges in your life journey. Some of these</p>	
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	<p>challenges are associated with various risk factors that could affect you and your well-being. For us to learn more about it, let us do this activity (teachers may choose which activity).</p> <p>Option 1: What Shapes Me?</p> <ul style="list-style-type: none"> • The teacher will instruct the students to draw a circle in the center of a blank paper and write inside “ME” • Around the circle, students may write or draw protective factors (e.g., high educational aspirations, social skills, connectedness to family, etc.) and risk factors (e.g., conflict in the family, association with delinquent peers, economic hardship, etc.) • The student will answer: <ol style="list-style-type: none"> 1. What factors have shaped who you are today?" 2. How do these factors influence your behavior, choices, and feelings? • Teachers will call some students to share their answers <p>Option 2: Balance Scale</p> <ul style="list-style-type: none"> • The teacher will explain the three types of balance scales to illustrate to be used in this activity: <ol style="list-style-type: none"> 1. First - Protective Factors Heavier 2. Second - Balance 3. Third - Risk Factors Heavier • Students will choose the scale that best represents their current situation and list the protective factors that 'lift them' (e.g., supportive friends, etc.) as well as the risk factors that 'weigh them down' (e.g., bullying, etc.) • Students will answer this question: Which side is heavier, the protective or risk factors? How do you strengthen your protective side or ease the weight of the risk factors? <p>Option 3: Protective and Risk Factors Discussion</p> <ul style="list-style-type: none"> • The teacher will print (on each bond paper) and post in the most visible area of the classroom the following words (if 	<p>The teacher will choose a task from three options. After assigning a task to the students, they will answer the processing questions.</p> <p>The component of IDF that we could see in this section is Ideation, students will generate ideas and concepts to describe their thoughts and experiences</p>
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	<p>there are no materials available, it may be written on the board in bigger text):</p> <ul style="list-style-type: none"> a) Individual b) Family c) Community <ul style="list-style-type: none"> • Students will think and write on their notes of protective and risk factors they observe or have experience with in each category (individual, family, and community), and how these affect them • Teachers will call some students to share their answers <p>Processing questions:</p> <ul style="list-style-type: none"> • What are the most common protective and risk factors shared in the class that you notice? • Have you experienced being in the same situation? How do you handle yourself? • Why are we learning about risk and protective factors?" 	
B. Instituting New Knowledge	<p>1. Presenting Examples</p> <p>Self-concept refers to the perception we have about ourselves. This answers the question, "Who am I?"</p> <p><i>This step involves showing a relatable, concrete, or real-life example that illustrates the new concept. Examples can be visual, situational, or experiential and are used to spark interest and provide context.</i></p> <p>Option 1: Coat of Arms Activity</p> <p>Coat of arms are used by monarchies. These are symbols of a person or a regime. Create your own coat of arms by using symbols. In this exercise, you can create your coat of arms by identifying symbols of the following:</p> <ul style="list-style-type: none"> . Three adjectives that describe you . Two activities that I like doing 	<p>The teacher will choose a task from three options. After assigning a task to the students, they will answer the processing questions.</p> <p>The component of IDF that we could see in this section is Context because of the the situation/background/experiences of the learner that they could bring as a foundation to learning</p>

	<ul style="list-style-type: none"> . The three most important people in your life . Your life motto <p>You can opt to draw or write keywords in your coat of arms.</p> <p>Answer the following:</p> <ol style="list-style-type: none"> a. What do the symbols or words you chose say about who you are? b. How does your life motto reflect your values or goals? c. Do you think your coat of arms would change in the future? Why or why not? <p>Option 2: Memementos</p> <p>Memementos are souvenirs or reminders of past events. These symbolize significant milestones in your life that help define you. Get three to five mementos that serve as symbols to the various milestones in your life. Answer the following questions:</p> <ul style="list-style-type: none"> . What are these mementos? Why are they important to you? . How did these events shape you to the person who you are today? <p>Option 3: Mask making</p> <p>In ancient theaters, actors and actresses wore masks. These masks are called personas. This is the word, personality came from. If you were to create a mask that symbolizes yourself, what would this be. Draw the mask. Answer the following questions:</p> <ul style="list-style-type: none"> . Why did you choose this design? . How is this design related to the development of who your are today? . How is this design related to who you are today? 	<p>The teacher will conduct a lecture or directly teach the concepts on Self-Concept. The teacher may give specific examples to expound on the discussion.</p>
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2. Discussing New Concept

This is the explicit teaching or guided exploration of the lesson's key ideas. It includes defining terms, explaining relationships, using models or analogies, and encouraging learner interaction.

Self-concept has Three Core Aspects

1. **Self-Image** – The view you have of yourself
2. **Self-Worth** – How much value do you have in yourself
3. **Ideal-Self** – Who you really wish you were

It also involves these concepts

- **Self-esteem** – overall sense of self-worth
- **Self-image** - how an individual sees themselves, and it does not have to align with reality
- **Self-efficacy**- an individual's judgments of their own abilities
- **Self-Awareness**- involves conscious awareness of one's own thoughts, feelings, behaviors, and traits
- **Self-acceptance** - ability to acknowledge and embrace all aspects of yourself, including both strengths and weaknesses, without judgment

Tips on Improving Yourself

1. **Focus on Self-Improvement:** Constantly assess your performance and relationships.
2. **Get Feedback:** The importance of feedback in the self-improvement process can be done by listening to the comments and suggestions of other people. Be open to constructive comments and try to improve yourself.
3. **Recognize Cultural and Individual Differences:**
Not all people are the same. Learn to accept who you

	<p>are in terms of your culture, traits, talents, and skills.</p> <p>4. Attend Skill-Building Seminars/Workshops/Trainings: Attending self-improvement trainings can</p> <p>You can know yourself better by taking tests. These are some examples: Rosenberg Self-Esteem Test Robson Self-Concept Test VIA Character Strengths test</p> <p>3. Developing Mastery</p> <p><i>In this part, learners will engage in guided and independent practice activities to reinforce the concept. This may include drills, problem-solving, application tasks, or peer collaboration. This is the explicit teaching or guided exploration of the lesson's key ideas. It includes defining terms, explaining relationships, using models or analogies, and encouraging learner interaction.</i></p> <p><i>*this pertains to formative assessment</i></p> <p>Option 1: Take a personality test and reflect on your results.</p> <p>These are the options:</p> <ul style="list-style-type: none"> • Rosenberg Self-Esteem Test • Robson Self-Concept Test • VIA Character Strengths test <p>Answer these questions:</p> <p>1. What can you say about the test results?</p>	<p>The teacher will choose a task from three options. The IDF that could be used here is Connection and Context, which allows the learners to connect the concept of what they have learned in their own context</p>
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	<p>2. What are the results that describe you, and if there are results that do not describe you, what are these? What can you say about these?</p> <p>Option 2: How Others See Me</p> <p>On a sheet of paper, write your name. Let your classmates write positive traits or adjectives about you. Write positive traits and adjectives about your classmates, also</p> <ol style="list-style-type: none"> 1. Do these adjectives describe you? 2. What can you say about what your classmates have written? 3. Do these apply to you? Why? <p>Option 3. Identity statements.</p> <p>Complete these identity statements:</p> <p>I am _____</p> <p>My strongest characteristic is _____</p> <p>People can depend on me in _____</p> <p>I believe in _____</p>	
<p>C. Demonstrating Knowledge and Skills</p>	<p>1. Finding Practical Application</p> <p><i>In this stage, learners apply what they have learned to real-life or simulated scenarios, problems, or tasks. This involves transferring knowledge and skills to authentic contexts, and this will serve as scaffolding for the unit performance task.</i></p> <p>Option 1: Self-Collage</p> <p>Let the learners create a collage about themselves.</p> <ol style="list-style-type: none"> 1. What is the collage about? 2. How do these describe you? 	

3. How does the description of yourself influence you in the future?

Option 2. Take a Career Quiz

Career Tests are personality tests. These tests describe your interests to help you choose a career. Career tests are also viewed as personality tests because they describe a person's interests or preferences.

The Career Test

<https://test2.thecareertest.org/v3>

The university of Arizona Career Explorer

[university of Arizona Career Test](#)

1. What are the career test results?
2. Do these describe you?
3. How would these tests help you decide on a future career?

Option 2: How can I grow and flourish

Ask the students to list down strategies to help improve themselves. These can be learning a new hobby or attending training programs. They can use this matrix:

Strategy	How It Can I Improve Myself	When Will I Implement the Strategy
<i>Example Attending seminars on self-improvement</i>	<i>I can be a better person</i>	<i>I will attend the weekend seminar</i>

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Option 3. Strengths Spotting

Let each member of the class identify the strengths of each classmate. As they mention the strength of their classmate, enables them to give words of gratitude. For example: *You are a very talented singer. I am thankful that you are my classmate. You always help me with Math. I am full of gratitude to know you as a person.*

2. Making Generalizations

In this phase, the learners will conclude or summarize the key takeaways from the lesson. It can be done through discussions, reflective questions, or concept mapping

Option 1: Strength-Building Recipes

- Students to write recipes for building their strengths to improve their self-concept (e.g., 2 cups of supportive friends, 1 teaspoon of mindful exercise, etc.)
- Exchange recipes in small groups, adding "secret ingredients"

Option 2: Letter to Future Self

- Write a letter to your future self (i.e., Dear Future – your name.
- Write a letter on how the character strengths were used to improve the self and overcome obstacles.

Option 3. This is Me

	<p>All people have strengths and weaknesses. Identify your strengths and weaknesses in the areas of academic, relationship, and personal characteristics. Identify how you can improve your weaknesses. If these cannot be improved, identify strategies to help accept them.</p> <p><i>In this step, the learners are assessed to determine the level of their understanding and skill acquisition. This may include written activities, performance tasks, or other check-in activities. This must be aligned with the unit summative assessment.</i></p> <p>Option 1: Social Media Campaign: I like myself</p> <p>Task: Students create a 2-minute talk integrating:</p> <ul style="list-style-type: none"> • How do they like themselves? • What are their strengths? • What traits do they have? <p>Option 2: Influencers</p> <p>People are influenced by other people. We work on dreams and ambitions, as we sometimes idolize other people. Who are the people who shaped your life? Name them and identify how you were influenced by them.</p> <p>Option 3: Festival of Strengths</p> <p>Create a drama/ a tiktok video/ a musicale of your signature strengths. These strengths define who you are. Group yourselves into groups of five to seven and show your presentation in class.</p> <p><i>These are enrichment, reinforcement, or remediation activities designed to support diverse learners. These can be extension work, research tasks, or differentiated exercises.</i></p>	
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<p>V. ASSESSMENT</p> <p>(Assessing Learnings)</p>	<p><i>This section will serve as a culminating assessment intended to evaluate the entire unit, including both the Content Standard and the Performance Standard.</i></p> <p>1. What term refers to an individual's overall sense of self-worth?</p> <ul style="list-style-type: none"> A. Self-efficacy B. Self-esteem C. Self-image D. Ideal self <p>✓ Answer: B</p> <p>2. Which aspect of self-concept refers to how a person views themselves, regardless of whether it matches reality?</p> <ul style="list-style-type: none"> A. Self-worth B. Ideal-self C. Self-image D. Self-efficacy <p>✓ Answer: C</p> <p>3. What is the term for the person you really wish to become?</p> <ul style="list-style-type: none"> A. Self-image B. Ideal-self C. Self-acceptance D. Self-worth <p>✓ Answer: B</p> <p>4. Which of the following best describes self-efficacy?</p> <ul style="list-style-type: none"> A. Believing you are more valuable than others B. Judging your physical appearance C. Assessing your emotional stability D. Judging your ability to succeed in specific situations <p>✓ Answer: D</p> <p>5. What does self-awareness primarily involve?</p> <ul style="list-style-type: none"> A. Hiding one's flaws B. Observing others' behavior C. Being conscious of one's own thoughts, feelings, and behaviors
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D. Avoiding self-reflection

✓ **Answer: C**

6. Which of the following best illustrates self-acceptance?

A. Constantly trying to be someone else

B. Judging yourself harshly

C. Embracing both strengths and weaknesses without judgment

D. Ignoring your flaws completely

✓ **Answer: C**

7. What is the core difference between self-worth and self-image?

A. Self-worth is about how others see you; self-image is how you see yourself

B. Self-worth is about personal value; self-image is about perception

C. Self-worth is imaginary; self-image is real

D. Self-worth is about strengths only; self-image is about weaknesses

✓ **Answer: B**

8. A student who believes they are capable of improving their math skills through effort is demonstrating:

A. Low self-esteem

B. Poor self-image

C. High self-efficacy

D. Lack of self-awareness

✓ **Answer: C**

9. Which of the following is NOT one of the three core aspects of self-concept?

A. Self-image

B. Self-worth

C. Self-awareness

D. Ideal-self

✓ **Answer: C**

10. Why is self-esteem important in personal development?

A. It ensures others will always like you

B. It helps in maintaining a balanced sense of self-worth

C. It eliminates the need for feedback

	<p><i>D. It prevents any self-doubt</i></p> <p>✔ Answer: B</p> <ul style="list-style-type: none"> The teacher will use portfolio assessment, where students will compile their completed tasks as evidence of their understanding of the subject and the skills they have developed.
<p>VI. 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><i>For Students:</i></p> <ul style="list-style-type: none"> I can apply what I've learned by _____. I will use my new knowledge through _____. This learning will be useful when I _____. <p><i>For Teachers</i></p> <ul style="list-style-type: none"> My most effective teaching moment or approach in this lesson: _____ The most challenging experience in delivering this lesson: _____ Teaching strategy, activity, or approach will I continue doing and changing next time: _____

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