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Department of Education
BUREAU OF LEARNING DELIVERY

LESSON EXEMPLAR

Learning Area	Life and Career Skills	Grade Level	11
Semester	1	Quarter	1-Week 4

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	Exhibit understanding of fitness routines that promote physiological development, health, personal development and well-being.

**II. REFERENCES
and MATERIALS**

(*Selecting Resources
and Material*)

Garcia, Manuel B. Global Innovations in Physical Education and Health. Hershey, PA: IGI Global. Pp. 139-232. 2024

Harvard Health Publishing. "Strength Training Builds More than Muscles." *Harvard Medical School*, July 13, 2021.
<https://www.health.harvard.edu/exercise-and-fitness/strength-training-builds-more-than-muscles>.

Kabat-Zinn, Jon. *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. Revised and updated edition. New York: Bantam Books, 2013.

Perez, Aida Maria. Personal Development. Quezon City. Vibal Foundation Inc. 87-95. 2024



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	Workout with Olivia. “5 Minute Balance Workout at Home for Beginners Improve Stability and Coordination.” YouTube video, 5:10. January 18, 2023. https://www.youtube.com/watch?v=ibQBwS5wyTE .	
III. CONTENT <i>(Sequencing Content)</i>	<ul style="list-style-type: none"> • Promoting Physiological Development and Well-being through Fitness Activities • Fitness Activities • Mindfulness Activities • Other Physical Activities 	
IV. OBJECTIVES <i>(Setting Clear Objectives and Analyzing the Tasks)</i>	<p>At the end of the lesson, the students are expected to:</p> <ul style="list-style-type: none"> • Identify different types of mindfulness activities and fitness routines. (e.g., strength training, cardio, flexibility, balance) • Discuss the importance of mindfulness activities and fitness routines on physiological health and physical development. • Demonstrate a positive attitude and willingness to engage in regular fitness and mindfulness activities to enhance personal well-being and physiological development. 	
IV. PROCEDURES		ANNOTATION
A. Activating Prior Knowledge	DAY 1 1. Activating Prior Knowledge OPTION 1: CALM DOWN AND BREATHE Instructions: Find a comfortable spot to sit or stand. Close your eyes if you want, or softly focus on something in front of you. Take slow, deep breaths- in through your nose for 4 seconds, hold for 4 seconds, and out	<i>The teacher will facilitate the activities based on the given options, using the most appropriate</i>



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<p>through your mouth for 6 seconds. Do this for one minute and in 10 repetition.</p> <p>Processing Questions:</p> <ul style="list-style-type: none"> • What did you feel before, during, and after the breathing exercise? • How did breathing make you feel calm? <p>OPTION 2: SHARE YOUR FITNESS IDEAS (Think-Pair-Share)</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Think: Take a moment to quietly think on your own. Ask yourself, “What kinds of physical activities or exercises do I know that help keep me healthy and feeling good?” 2. Pair: Now, turn to a classmate nearby and share your ideas. Listen carefully to what they say, too. Talk about any new activities you both come up with. 3. Share: After a few minutes, we’ll all come back together as a class. Some of you will get a chance to share the activities you and your partner discussed. This will help us make a list of fitness and mindfulness activities you already know. <p>OPTION 3: FACT OR BLUFF</p> <p>Instruction: Read each statement and decide if it is Fact or Bluff, then write or show your answer.</p> <ol style="list-style-type: none"> 1. Lifting weights or doing strength exercises helps you build bigger and stronger muscles. <i>Answer: Fact</i> 	<p><i>method specific to the context of the school. The teacher will also facilitate the processing of questions to establish meaningful feedback and interaction among learners. The activities provided are well aligned with set goals and content, with a focus on discussing the importance of mindfulness activities and fitness routines.</i></p> <p><i>The components of IDF incorporated in the activities are ideational and reflective in nature. Context and concept provide opportunities for the learners to understand the ideas and relate to real life situations and able to apply them in future challenges.</i></p> <p><i>Also, the activities designed are emphasized on engagement, allowing the learners the opportunities to share their insights via discussion with their assigned partner.</i></p> <p><i>Option 3 can serve as an activity if the school implements an alternative learning delivery approach.</i></p>
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2. Cardio workouts like running or cycling are just for losing weight and don't really help your heart.
Answer: Bluff
3. Practicing mindfulness, like meditation or deep breathing, can make your mental health better.
Answer: Fact
4. Stretching and other flexibility exercises help your joints move more easily.
Answer: Fact
5. Balance exercises are only important for older people to prevent falls.
Answer: Bluff

2. Establishing the Purpose of the Lesson

OPTION 1: MINDFULNESS BRAINSTORM

Objective:

Learners will express their prior knowledge and perceptions about mindfulness.

Instruction:

1. Write the word **"Mindfulness"** on the board.
Ask students: "When you hear the word mindfulness, what comes to mind?"
2. Let them share keywords or phrases.
3. Give a brief explanation of what mindfulness is:

*This is **ideational** because learners would be able to express their own thoughts/views about mindfulness.*

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

- 1. The activity may be done individually or in groups of up to 10 members*
- 2. Participants will have 5- 10 minutes to accomplish the task*



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“Mindfulness is being fully aware of what’s happening in the present moment — in our mind, body, and surroundings — without judgment.”

OPTION 2: PARTNERED MOVEMENT AND MIRRORING

Objective: Learners will develop focus, body awareness, and empathy by practicing mindful movement and mirroring with a partner.

Instructions:

1. **Find a partner** and stand facing each other about one arm’s length apart.
2. **Decide who will be the leader first** and who will be the mirror.

3. Responses should emphasize the importance of fitness routines

Materials needed: colored paper, masking tape, marker

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

The teacher shall consider the effective means to process the activity with the guided questions provided. The teacher shall also assist the students to respond with the task.



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3. The leader will begin making **slow, gentle movements** (e.g., raising arms, tilting head, swaying side to side, stepping forward and back). Movements should be safe, mindful, and smooth.
4. The partner mirrors the leader's movements as closely and attentively as possible, focusing on staying connected and synchronized.
5. Continue for about **2–3 minutes**, then switch roles.
6. Encourage **deep, steady breathing** throughout the activity.
7. After both turns, regroup and reflect.

Script:

"Let's begin by finding a partner. Please stand about one arm's length apart and face each other."

(Pause to let students find a partner.)

*"In this activity, one person will start as the **leader**, and the other will be the **mirror**. The leader will make slow, gentle movements — like raising your arms, swaying, stepping side to side, or tilting your head. The mirror will carefully follow and copy the leader's movements as smoothly and closely as possible."*

*"Remember to move **slowly and mindfully**, and keep breathing steadily. Focus on your partner and stay connected."*

(Soft, calming tone)
*"We'll do this for about **2 minutes**, then I'll ask you to switch roles."*

"Ready? Let's begin. Leaders, you may start moving now..."
(Let them move for 2 minutes)



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	<p><i>"And now, let's switch roles. Mirrors, you'll become the leader this time. Leaders, follow closely and mirror their movements."</i></p> <p>(Let them move for 2 minutes)</p> <p><i>"Great job, everyone. Now, please return to your seats or form a circle — let's reflect on what we experienced."</i></p> <p>Processing Questions:</p> <ul style="list-style-type: none"> • How did it feel to be the leader and to be the mirror? Which role was easier or more challenging for you, and why? • What did you notice about your focus and body awareness during the activity? • How did this activity help you connect with your partner without using words? 	
B. Instituting New Knowledge	<p>1. Presenting Examples</p> <p>OPTION 1: LET'S DO THIS!</p> <p>5 Minute Balance Workout at Home for Beginners</p> <p>Duration: 5 minutes</p> <p>Overview: Tailored for beginners, this workout focuses on balance exercises that can be performed safely at home or in the classroom. It's ideal for students new to fitness routines.</p> <p>Link: https://www.youtube.com/watch?v=ibQBwS5wyTE</p>	<p><i>In this activity, it highlights the 4Cs instructional design, the context and connect. The learners can perceive and understand the concept and relate the new learning to the existing knowledge. The task which focuses on identifying the types of fitness routines process the given instructional design approaches.</i></p> <p><i>In this activity, it prioritizes student-centered learning and active engagement which methods</i></p>



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	<p><i>Note: To effectively implement the I Do, We Do, You Do strategy:</i></p> <ul style="list-style-type: none"> • I Do (Teacher Demonstration): Begin by modeling the exercises, demonstrating proper form and breathing techniques. Explain the purpose of each movement and how it contributes to overall well-being. • We Do (Guided Practice): Engage students in performing the exercises alongside you, providing real-time feedback and encouragement. This collaborative approach reinforces learning and builds confidence. • You Do (Independent Practice): Encourage students to perform the routine independently, either in class or as a take-home activity. Prompt them to focus on their breathing, body sensations, and emotional responses during the exercises. <p>Processing Questions:</p> <ul style="list-style-type: none"> • How did your body feel during and after the exercises? • What emotions or thoughts arose during the mindfulness segments? • Which part of the routine did you find most challenging or enjoyable, and why? • How can incorporating these practices into your daily life benefit your overall well-being? <p>OPTION 2: NATURE MINDFULNESS WALK</p> <p>Objective:</p> <p>Learners will heighten sensory awareness and environmental connection through mindful walking in nature.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Go outdoors or near windows with natural views. 	<p><i>such as Experiential Learning and Inquiry-Based Learning are applied to facilitate mindfulness related task.</i></p> <p><i>The link of the video is available to facilitate the task. Teachers may use other similar videos that are related to the concept/context. The teacher will facilitate the questioning processing to encourage the student's deeper thinking and reflection.</i></p> <p><i>In this part, the learners will perform the mindfulness practice. Experiential and collaborative learnings are emphasized in the routine exploration activity.</i></p>
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2. Ask students to walk slowly and silently.
3. Instruct them to notice 5 things they can see, 4 things they can hear, 3 things they can feel, 2 things they can smell, and 1 thing they can taste or imagine tasting.
4. Encourage deep, steady breathing during the walk.
5. Walk mindfully for 5-7 minutes before regrouping.

Script:

*"Hello everyone. For today's mindfulness activity, we'll do a **Nature Mindfulness Walk**. This is a simple but powerful practice to help us connect with our surroundings and be fully present in the moment."*

"We'll head outdoors, or you may stay by the windows if it's not possible to go out. During this activity, I'd like you to walk slowly, silently, and with full attention to what you can sense around you."

"As you walk, follow these simple steps in your mind:"

- Notice **5 things you can see** — colors, shapes, plants, clouds, or even small details you haven't noticed before.
- Then, notice **4 things you can hear** — birds, wind, leaves, distant sounds, or even the sound of your own footsteps.
- Next, pay attention to **3 things you can feel** — the ground beneath your feet, the breeze, warmth from the sun, or the texture of leaves or bark.
- Notice **2 things you can smell** — the scent of grass, flowers, soil, or fresh air.
- Finally, notice **1 thing you can taste**, or imagine tasting — maybe the freshness in the air, or something you'd love to taste right now.



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"Take deep, steady breaths as you walk. Inhale slowly through your nose... and gently exhale through your mouth."

*"We'll do this quietly for about **5 to 7 minutes**. Focus only on what's around you and how your body feels with each step."*

"Let's begin now. Stay mindful and enjoy the moment."

Processing Questions:

- What details in nature did you notice that you might usually overlook?
- How did being outdoors and moving mindfully affect your mood?
- Why is it helpful for your well-being to connect with your environment?

DAY 2

2. Discussing New Concept

OPTION 1: INTERACTIVE LECTURE

Instruction: Teacher guides learners through definitions of mindfulness and fitness routines. Using the concept map, let the learners write ideas and share the mindfulness activities and fitness routines they shared.

**MINDFULNESS
ACTIVITIES**

FITNESS ROUTINE

The teacher will conduct the activities based on the available options, selecting the most suitable approach according to the specific context of the school. Additionally, the teacher will guide the processing of reflection questions to encourage meaningful interaction and feedback among the learners. These activities are intentionally aligned with the set objectives and content, emphasizing



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Processing Question:

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

OPTION 2: GROUP DYNAMICS

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

Activity	Importance
Cardio	
Flexibility	
Balance	
Mindfulness Activities	

DISCUSSION:

WHAT IS MINDFULNESS?

- Intentionally living with awareness in the present moment. (Waking up from automatic or rote behaviors to participate and be present to our own lives.)
- Without judging or rejecting the moment.

the value of mindfulness practices and fitness routines.

The activities incorporate components of the IDF (Ideational and Reflective) framework, promoting both idea generation and personal reflection. Through relevant contexts and concepts, learners are given opportunities to grasp key ideas, connect them to real-life situations, and apply these insights to future experiences and challenges.



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(Noticing consequences, discerning helpfulness and harmfulness-but letting go of evaluating, avoiding, suppressing, or blocking the present moment.)

- Without attachment to the moment.

(Attending to the experience of each moment, rather than ignoring the present by clinging to the past or grabbing for the future.

WHAT ARE THE MINDFULNESS SKILLS?

- Mindfulness skills are the specific behaviors to practice that, when put together, make up mindfulness.

WHAT IS MINDFULNESS PRACTICE?

- Mindfulness and mindfulness skills can be practiced any time, anywhere, while doing anything. Intentionally paying attention to the moment, without it or holding on to it, is all that is needed.
- Meditation is practicing mindfulness and mindfulness skills while sitting, standing, or lying quietly for a predetermined period of time. When meditating, we focus the mind (for example, we focus on body sensations, emotions, thoughts, or our breath), or we open the mind (paying attention to whatever comes into our awareness). There are many forms of meditation that differ mostly by whether we are opening the mind or focusing the mind - and, if focusing depending on what is the focus of our attention.



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- Contemplative prayer (such as Christian centering prayer, the rosary, Jewish Shema, Islamic Sufi practice, or hindu raja yoga) is a spiritual mindfulness practice.
- Mindfulness movement also has many forms. Examples include yoga, martial arts (such as Qigong, tai chi, aikido, and karate). Hiking, horseback riding, and walking can also be ways to practice mindfulness.

Enhancing Physiological Development and Well-being

Strength Training: *Exercises that improve muscle strength (e.g., lifting weights, resistance bands).*

Cardio: *Activities that increase heart rate and endurance (e.g., running, swimming).*

Flexibility: *Exercises that enhance the range of motion (e.g., stretching, yoga).*

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

Importance of a Fitness Coach in Strength Training

A fitness coach plays a vital role in guiding individuals through their strength training journey. Their responsibilities include:

- Ensuring proper form and technique to prevent injuries
- Designing structured workouts that match individual fitness levels
- Providing motivation and accountability



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- Educating on muscle function and recovery strategies

Having a fitness coach enhances results, minimizes risks, and fosters discipline in fitness routines.

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

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

Processing Question:

- How can mindfulness activities make your fitness workouts work better?
- How do different kinds of exercises-like strength training, cardio, stretching, and balance-help both your body and your mind?



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- Why is it important to know about mindfulness and fitness routines when trying to live a healthier, happier life in the long run?

DAY 3

3. Developing Mastery

MINDFULNESS PRACTICES FOR INDIVIDUAL SPORTS

OPTION 1: Body Scan Before Practice or Competition (Body Check: Ready to Perform)

Purpose: Recognize the importance of relaxation and focus in preparing for practice or competition.

Duration: 3–5 minutes

How-To:

- Sit or lie down before training.
- Close your eyes and mentally scan your body from head to toe.
- Notice areas of tension or discomfort without judgment.
- Breathe into those areas and gently relax them.

Script:

"Let's start by standing or sitting comfortably. You can close your eyes if you want, or just look at the floor."

"Take a deep breath in... and slowly let it out."

*In this part, the learners will perform the mindfulness practice for individual sports/fitness to real life situations and will collaborate with the group to accomplish the assigned task. **Experiential and collaborative learnings** are emphasized in the routine exploration activity.*

*Through this activity, the teacher provides opportunities for learners to develop independence and reflect on their perspectives while offering thoughtful responses to each task. Emphasis is placed on **engaging and exploring**, where learners actively participate in task-centered learning experiences and are encouraged to examine the content more deeply. The activity promotes **student-centered learning and active involvement**, utilizing approaches such as **Experiential Learning** and **Inquiry-Based Learning** to effectively guide mindfulness-related activities.*



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"Now, notice the top of your head. Is it tense or relaxed?"

"Move down to your face — your forehead, eyes, cheeks, and jaw. If there's any tightness, let it soften."

"Check your neck and shoulders. Are they tight? If yes, drop them down and relax."

"Now, feel your arms, hands, and fingers. Let them hang loose and relaxed."

"Notice your chest and how you're breathing. Is it fast or slow? No need to change it — just notice."

"Feel your stomach and lower back. Let them be soft and relaxed."

"Now, pay attention to your hips, legs, and feet. Notice how they feel touching the ground."

"Take one last deep breath in... and slowly breathe out."

"When you're ready, open your eyes and get ready to move — calm, focused, and steady."

Processing Questions:

- How did your body feel before and after the body scan activity?
- Which part of your body held the most tension or discomfort? How did it feel when you relaxed it?
- Why do you think it's important to be aware of your body and breathing before starting physical activities or competitions?

OPTION 2: GRATITUDE COOLDOWN



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Purpose: Encourages a positive mindset post-performance.

How-To:

After training or competition, sit quietly for a few moments.

Reflect on 1–2 things you’re grateful for—your effort, a skill improvement, or support from others.

Duration: 2–3 minutes

Script:

“Let’s take a moment to slow down and be still.”

“Sit comfortably, and if you’d like, close your eyes or softly focus on one spot.”

“Take a deep breath in... and gently breathe out.”

“Think about today’s activity — your practice, training, or competition.”

“Now, in your mind, choose one thing you’re grateful for. It could be the effort you gave, a skill you improved, a kind word from a teammate, or simply finishing strong.”

“Take a deep breath and think of another thing you’re thankful for — maybe the strength of your body, your determination, or the support from your coach or friends.”

“Hold these thoughts for a few moments. Notice how it feels to remember these good things.”

“Take one last deep breath in... and slowly let it out.”

“When you’re ready, gently open your eyes and bring your focus back to the room.”



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	<p>Processing Questions:</p> <ul style="list-style-type: none"> • What is one thing you're grateful for after today's activity? • How did it feel to pause and reflect on something positive after your practice or competition? • Why do you think practicing gratitude is important for your physical and mental well-being? 	
<p>C. Demonstrating Knowledge and Skills</p>	<p>1. Finding Practical Application</p> <p>OPTION 1: SCENARIO-BASED TASK</p> <p>Scenario 1: Mindfulness Routine Application</p> <p>Situation: Alex is a Grade 11 student who's feeling stressed out because of all his school deadlines and extracurricular activities. He finds it hard to focus and often gets headaches from the pressure.</p> <p>Task: The learners will suggest incorporating mindfulness techniques into Alex's daily routine.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. How can mindfulness practices improve Alex's ability to manage stress and enhance focus? 2. Which mindfulness techniques would be most effective in a fast-paced academic environment? Why? 3. How might Alex measure the effectiveness of his mindfulness routine over time? 	<p><i>In this activity, the learners are prepared to explore and apply the learning concepts through simulation activities. The teacher will employ formative assessment to evaluate the results of learning task for feedback purposes.</i></p>



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Scenario 2: Fitness Routine Application

Situation: Bianca is getting ready for her school's dance competition, but she notices she gets tired quickly after just a few minutes of dancing hard. She finds it tough to keep her energy up and sometimes loses her balance during complicated moves.

Task: The learners will suggest incorporating fitness routine into Bianca's daily routine.

Processing Questions:

1. *How does cardio training enhance endurance and performance in high-energy activities like dancing?*
2. *Why is balance training crucial for individuals engaged in dynamic movements?*
3. *How can Bianca ensure gradual progress and avoid injury in her fitness routine?*

OPTION 2: SIMULATION

Instruction: Choose to perform either Scenario 1 or Scenario 2 with your partner. Make sure to prepare your roles by discussing the situation, practicing your dialogue, and demonstrating the fitness or mindfulness activities clearly and confidently. The group will be given 5-10 minutes to perform.

Scenario 1: Advising a Friend on Fitness Routines

*In this activity the learners will simulate the given scenarios to present the applied fitness and mindfulness strategies. **Experiential and collaborative learnings** are highlighted in the conduct of simulation activity.*



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One student takes on the role of someone who wants to start exercising but isn't sure which workouts to pick. The other student plays a fitness coach who recommends the best strength, cardio, flexibility, balance, and mindfulness activities that fit the student's lifestyle and goals.

Scenario 2: Managing Stress through Mindfulness

One student plays a Grade 11 learner who feels overwhelmed by schoolwork and family duties. The other student acts as a peer mentor, showing and guiding them through simple mindfulness practices like deep breathing or guided meditation to help manage stress.

Processing Questions

- Which fitness or mindfulness activities did you suggest or show, and why did you choose them?
- How can these activities support better health, well-being, or personal growth?
- What difficulties might someone have when starting these activities, and how can they stay motivated to keep going?

2. Making Generalization

OPTION 1: REFLECTIVE QUESTION

Instruction: Answer the following exit questions on your reflective journal.

- Which fitness routine do you see yourself practicing regularly? Why?

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



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OPTION 2: WELLNESS IN SYMBOLS

Instruction: Create a **slogan** that states how fitness routines and mindfulness activities contribute to your physiological development, health, and overall well-being. Be creative and make sure your work clearly connects these ideas.

Rubrics:

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

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



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DAY 4

3. Evaluating Learning

OPTION 1: QUIZ

Instruction: Read each question carefully and choose the best answer. Write the letter of your answer on your answer sheet.

1. When you go running, what kind of exercise are you doing?
A. Building muscle strength
B. Cardio or aerobic exercise
C. Exercises for balance
D. Stretching for flexibility
2. What's one of the main benefits of doing strength training exercises?
A. Building bigger muscles
B. Helping you breathe better
C. Making you more flexible
D. Reducing feelings of anxiety
3. Why do people do flexibility exercises like stretching?
A. To make their joints move more easily
B. To get stronger muscles
C. To improve their heart rate
D. To help calm their mind
4. Why are mindfulness activities, like meditation, good for you?
A. They help you build muscle
B. They help you focus better and feel less stressed



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- C. They improve your heart and lungs
 D. They make your bones stronger
5. What kind of exercise is Tai Chi?
A. A mix of balance and mindfulness practice
 B. Just cardio exercise
 C. Only strength training
 D. Purely flexibility exercises
6. If your muscles feel stiff, how can flexibility exercises help?
 A. By making your muscles stronger
B. By helping your joints move better and easing stiffness
 C. By increasing your heart rate
 D. By building your endurance
7. Which mindfulness activity focuses on controlling your breathing to help you relax?
 A. Sprinting
B. Deep breathing exercises
 C. Lifting weights
 D. Jumping rope
8. How does doing cardio exercises regularly affect your heart?
 A. It makes your heart work harder but less efficiently
B. It makes your heart and lungs healthier and stronger
 C. It shrinks your muscles
 D. It makes you less flexible
9. Which fitness activity combines moving your body with focusing your mind?
 A. Cycling
 B. Running

*In evaluating students' learning, multiple choice assessment will be applied. This approach aims to enhance **critical thinking** encouraging learners to analyze information carefully and select the most relevant answer.*



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- C. Weightlifting
- D. Yoga**
10. How does including different types of exercises in your routine help your overall health?
- A. By focusing only on building strength
- B. By mixing strength, cardio, flexibility, balance, and mindfulness activities**
- C. By doing only cardio workouts
- D. By practicing only mindfulness exercises

OPTION 2: TRUE OF FALSE

1. Strength training helps you build stronger muscles and increase muscle size.
2. Cardio exercises only help you lose weight and don't do anything for your heart health.
3. Doing flexibility exercises helps your joints move more easily.
4. Mindfulness activities can help you feel less stressed and improve your focus.
5. Balance exercises are only important for older adults.
6. Yoga combines moving your body with mindfulness and breathing exercises.
7. Running is a type of strength training exercise.
8. Deep breathing is a mindfulness activity that helps calm your mind.
9. Flexibility exercises can help ease muscle stiffness.
10. A good fitness routine should include strength, cardio, flexibility, balance, and mindfulness activities.

Answers:



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

4. Additional Activities

Share a selfie or groupie while performing mindfulness activities and fitness routines.

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



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		mindfulness or fitness activity.	clearly identifiable.			
	Safety & Proper attire	Demonstrates safe environment and appropriate attire for the activity.	Mostly safe and appropriate attire.	Minor safety or attire concerns.	Unsafe environment or inappropriate attire.	
	Caption/ Reflection	Includes a thoughtful caption or reflection about the activity experience.	Caption or reflection is included but lacks detail.	Minimal caption or reflection provided.	No caption or reflection.	
	Timeliness	Submitted on time.	1 day late.	2-3 days late.	More than 3 days late or no submission.	
V. ASSESSMENT <i>(Assessing Learnings)</i>	Mindfulness and Fitness Journal <ul style="list-style-type: none">• Keep a journal for one week where you write about your experiences with mindfulness activities and fitness routines conducted during the week.• Reflect on how the activity made you feel physically, mentally, and emotionally.• Explain what you learned about the importance of these practices for your health and physical development.• Write at least 3-5 sentences for each entry.• Submit your journal at the end of the week. Rubrics:					



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	Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
	Content	Detailed descriptions of mindfulness and fitness activities; clear understanding of their importance for health and development.	Clear descriptions with some reflection on importance.	Basic descriptions; limited reflection on importance.	Incomplete or unclear descriptions; little or no reflection.
	Reflection	Insightful personal reflections showing deep awareness of physical, mental, and emotional effects.	Good reflections with some awareness of effects.	Simple reflections with limited awareness.	Minimal or no personal reflections.
	Consistency	Journal entries are complete and submitted for all required days.	Most entries complete; minor omissions.	Some entries missing or incomplete.	Many entries missing or incomplete.
	Clarity and Organization	Writing is clear, well-organized, and easy to understand.	Writing is mostly clear and organized.	Writing is somewhat unclear or disorganized.	Writing is unclear and difficult to follow.
VI. REFLECTION <i>(Feedback and Continuous Improvement)</i>	Answer the following questions: 1. How has my fitness routine increased my self-awareness? (e.g., understanding my strengths, weaknesses, and limitations) 2. How can I use breath and body awareness to enhance my physical performance and overall well-being? 3. How does my fitness routine contribute to my overall well-being? Are there other aspects of my life that I need to focus on for holistic well-being? 4. What am I grateful for in my physical body and its abilities? How can I cultivate appreciation for my body's capabilities?				



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