

# Lesson Exemplar in Life and Career Skills

Quarter 1

LESSON

**5**

Lesson Exemplar for Life and Career Skills  
Quarter 1: Lesson 5

This material is intended exclusively for the use of senior high school teachers participating in the implementation of the Strengthened Senior High School Curriculum. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

Borrowed content included in this material are owned by their respective copyright holders. Every effort has been made to locate and obtain permission to use these materials from their respective copyright owners. The publisher and development team do not represent nor claim ownership over them.

**Development Team**

Learning Area Specialist  
Gilbert Cratius B. Barrion

BLD Learning Area Specialist  
Bureau of Curriculum Development  
Bureau of Learning Resources

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at [blr.od@deped.gov.ph](mailto:blr.od@deped.gov.ph).

## LESSON EXEMPLAR

<b>Learning Area</b>	Life and Career Skills	<b>Grade Level</b>	11
<b>Semester</b>	1	<b>Quarter</b>	1 - Week 5

### I. OBJECTIVES *(Identifying the Goals)*

<b>Content Standard</b>	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.
<b>Performance Standard</b>	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.
<b>Learning Competencies</b>	Exhibit understanding of fitness routines that promote physiological development, health, personal development and well-being.

### II. REFERENCES and MATERIALS

*(Selecting Resources and Material)*

National Institutes of Health (US); Biological Sciences Curriculum Study. NIH Curriculum Supplement Series [Internet]. Bethesda (MD): National Institutes of Health (US); 2007. Information about Mental Illness and the Brain. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK20369/>

Tran, M. A. Q., Vo-Thanh, T., Soliman, M., Ha, A. T., & Van Pham, M. (2024). Could mindfulness diminish mental health disorders? The serial mediating role of self-compassion and psychological well-being. *Current Psychology*, 43(15), 13909-13922.

Galante, J., Friedrich, C., Dawson, A. F., Modrego-Alarcón, M., Gebbing, P., Delgado-Suárez, I., ... & Jones, P. B. (2021). Mindfulness-based programmes for mental health promotion in adults in nonclinical settings: A systematic review and meta-analysis of randomised controlled trials. *PLoS medicine*, 18(1), e1003481.

Mettler, J., Zito, S., Bastien, L., Bloom, E., & Heath, N. L. (2024). How we teach mindfulness matters: Adolescent development and the importance of informal mindfulness. *Journal of School Psychology*, 105, 101323.

	Semple, R. J., & Burke, C. (2019). State of the research: Physical and mental health benefits of mindfulness-based interventions for children and adolescents. <i>OBM Integrative and Complementary Medicine</i> , 4(1), 1-58.	
(These shall be accomplished per topic)		
III. CONTENT (Sequencing Content)	Personal Mindfulness Activities and Routine Plan	
IV. OBJECTIVES (Setting Clear Objectives and Analyzing the Tasks)	Develop personalized mindfulness activities and fitness routines that enhance physiological health, support physical development, and promote overall well-being.  Demonstrate commitment by integrating personalized mindfulness activities and fitness routines into their daily lives, fostering a positive attitude towards self-care and holistic wellness.	
IV. PROCEDURES (Selecting Strategies, Making Meaningful Content, Delivering Lesson and Assessing Learning) This section focuses on selecting learner-centered, evidence-based instructional approaches such as problem-based learning, collaborative tasks, interdisciplinary 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.  (Each part shall have 2-3 varied activities)		ANNOTATION  *Instruction to the teacher on how to facilitate the activities.  *In the Annotation, explicitly explain how the IDF is applied in each part of the lesson
A. Activating Prior Knowledge	OPTION 1: FIVE SENSES SCAVENGER HUNT  Objective: This activity aims to enhance mindfulness and sensory awareness by engaging all five senses  .	

	<p>This is the World Health Organization’s 5-4-3-2-1 Grounding Technique. Just use identity. The students might take things too literal like taste someone.</p> <p><a href="https://www.google.com/search?client=safari&amp;rls=en&amp;q=54321+groundin&amp;ie=UTF-8&amp;oe=UTF-8">https://www.google.com/search?client=safari&amp;rls=en&amp;q=54321+groundin&amp;ie=UTF-8&amp;oe=UTF-8</a></p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"><li>1. Take a deep breath to center yourself. Engage your senses as you explore your environment.</li><li>2. Find a quiet place.</li><li>3. Close your eyes.</li><li>4. Slowly take deep breaths inhaling in and out. Let’s try inhaling and exhaling three times.</li><li>5. Identify five things you can see.</li><li>6. Identity four things you can touch.</li><li>7. Identify three things you can hear.</li><li>8. Identify two things you can smell.</li><li>9. Identify one thing you can taste.</li></ol> <p><b>Processing Questions:</b></p> <ol style="list-style-type: none"><li>1. What were the things that you have identified?</li><li>2. How easy or difficult was the identification process?</li><li>3. How were you able to identify the things mentioned to your senses?</li></ol> <p>References</p> <p>National Institutes of Health (US); Biological Sciences Curriculum Study. NIH Curriculum Supplement Series [Internet]. Bethesda (MD): National Institutes of Health (US); 2007. Information about Mental Illness and the Brain. Available from: <a href="https://www.ncbi.nlm.nih.gov/books/NBK20369/">https://www.ncbi.nlm.nih.gov/books/NBK20369/</a></p>	<p><i>The designed activities are emphasized on <b>engagement and reflective</b>, allowing the learners the opportunities to involve oneself in the provided task and process their thoughts and experience, evaluate their emotions and gain deeper insights into their actions.</i></p> <p><b>NOTE TO TEACHER:</b></p> <p><i>The teachers will assist the learners in performing the</i></p>
--	---	--

	<p>Tran, M. A. Q., Vo-Thanh, T., Soliman, M., Ha, A. T., &amp; Van Pham, M. (2024). Could mindfulness diminish mental health disorders? The serial mediating role of self-compassion and psychological well-being. <i>Current Psychology</i>, 43(15), 13909-13922.</p> <p>Galante, J., Friedrich, C., Dawson, A. F., Modrego-Alarcón, M., Gebbing, P., Delgado-Suárez, I., ... &amp; Jones, P. B. (2021). Mindfulness-based programmes for mental health promotion in adults in nonclinical settings: A systematic review and meta-analysis of randomised controlled trials. <i>PLoS medicine</i>, 18(1), e1003481.</p> <p><b>OPTION 2: MINDFULNESS EXPLORATION</b></p> <p>Let the teacher play soft relaxing music WITHOUT ANY LYRICS. Let this music piece be for 3 minutes. There should be no sounds in the soft music.</p> <p>Let the students concentrate on the music that they hear. Let them keep track of what they feel.</p> <p>Instructions</p> <p>I will play some soft music for you. Sit comfortably. Close your eyes and get ready to listen to the music. Take note of what you feel during this activity.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"><li>1. What did you feel during the activity?</li><li>2. How did the music affect you?</li><li>3. How can listening and meditating to music help you when you are too tired or stressed out?</li></ol> <p><b>Establishing the Purpose of the Lesson</b></p> <p><b>DISCUSSION 1.1</b></p> <p><b>The Benefits of Mindfulness Activities</b></p> <p><b>Selection No. 1</b></p>	<p><i>activity and process the task using the provided questions. This phase will allow the learners to reflect on their thoughts and experiences.</i></p> <p><b>NOTE TO TEACHER:</b></p>
--	--	---

	<p>Mindfulness means paying close attention to your thoughts, feelings, and body in a calm and kind way. Studies show that when children and teens practice mindfulness, they often feel less stressed and worried. It also helps them stay calm and deal with big emotions better. In schools, mindfulness activities can help students focus more, behave better, and get along well with others. Even adolescents who have trouble with their feelings can benefit from mindfulness exercises. Learning mindfulness early can help children grow strong and handle challenges better as they get older. That's why teaching mindfulness in school is a good way to support mental health in young people.</p> <p><b>Culled from:</b></p> <p>Mettler, J., Zito, S., Bastien, L., Bloom, E., &amp; Heath, N. L. (2024). How we teach mindfulness matters: Adolescent development and the importance of informal mindfulness. <i>Journal of School Psychology, 105</i>, 101323.</p> <p><b>Selection no. 2</b></p> <p>Mindfulness can be paired with physical activity to improve mental health. Mindfulness and physical activity can help adolescents feel better in their minds and bodies. Mindfulness means paying attention to what you are thinking and feeling without getting upset or angry about it. When students practice mindfulness, they can feel less stressed, worried, or sad. It also helps them focus better in class and behave more calmly. Some special programs use mindfulness to help kids who feel anxious, and they seem to work well. Schools are good places to teach mindfulness because it can be added to the school day easily. Doing physical activity, like walking or stretching, while being mindful makes the benefits even stronger. It helps students feel more relaxed and happy. Combining physical activity with mental relaxation can make it easier to manage problems and feel more at ease. Teaching both mindfulness and physical activity can help students stay healthy, focused, and strong inside.</p> <p>Culled from Semple, R. J., &amp; Burke, C. (2019). State of the research: Physical and mental health benefits of mindfulness-based interventions for children and adolescents. <i>OBM Integrative and Complementary Medicine, 4</i>(1), 1-58.</p>	<p>1. Explain briefly the concepts of the activity:</p> <p><i>This activity is a mindfulness activity. Mindfulness means being in the present moment. Mindfulness helps us have better mental health as the neurons in our brain make better connections.</i></p> <p><i>Mental illnesses result from problems with the communication between neurons in the brain (neurotransmission). For example, the level of the neurotransmitter serotonin is lower in individuals who have depression. This finding led to the development of certain medications for the illness.</i></p>
--	--	--

	<p><b>Processing Questions:</b></p> <ul style="list-style-type: none"><li>• How might mindfulness help adolescents?</li><li>• What changes did the adolescents experience after practicing mindfulness?</li><li>• How can you apply mindfulness in your daily life?</li></ul>	<p>(neurotransmission). For example, the level of the neurotransmitter serotonin is lower in individuals who have depression. This finding led to the development of certain medications for the illness.</p> <p>2. Guide learners in answering reflective questions to help them process their experiences after completing the tasks.</p> <p>In this activity, it highlights the 4Cs instructional design, the <b>context</b> and <b>connect</b>. The learners can perceive and understand the concept and relate the new learning to the existing knowledge. The task which focuses on</p>
--	---	---



		<p><i>benefits of mindfulness activities. Also, The learning activities and discussions will support structured lesson planning, ensuring that teachers can effectively guide the learners through reflective and engaging learning experiences.</i></p> <p><i>The teacher will establish the purpose of the learning process by applying the discussion approach. Inputs and concepts will be presented to the class.</i></p>
<b>B. Instituting New Knowledge</b>	<p>1. Presenting Examples</p> <p><b>DISCUSSION 1.2</b></p> <p><b>Some Practical Physical Activities that Have Mindfulness Applications:</b></p> <p><input type="checkbox"/> <b>Shadowboxing with Breath Control</b> – Movements matched to inhaling and exhaling.</p>	<p><i>The teacher will provide additional insights relative to different activities that have mindfulness applications. In this</i></p>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Obstacle Course or Circuit Training with Focus</b> – Doing tasks one at a time with full attention.</li> <li><input type="checkbox"/> <b>Mindful Biking</b> – Riding at a slow pace while focusing on rhythm, wind, and balance.</li> <li><input type="checkbox"/> <b>Animal Flow Exercises</b> – Ground-based movements like crawling, requiring concentration and control.</li> <li><input type="checkbox"/> <b>Balloon Breathing</b> – Pretend to blow up a balloon with deep breaths, raising arms as it “inflates.”</li> <li><input type="checkbox"/> <b>Animal Walks</b> – Move like animals (bear crawl, frog jump) while paying attention to how the body feels.</li> <li><input type="checkbox"/> <b>Rainbow Stretching</b> – Reach arms in an arc like a rainbow, matching movement with slow breathing.</li> <li><input type="checkbox"/> <b>Mindful Freeze Dance</b> – Dance to music and freeze when the music stops—notice your breath and heartbeat.</li> <li><input type="checkbox"/> <b>Nature Walk</b> – Walk slowly outside and focus on five things you can see, hear, smell, or touch.</li> <li><input type="checkbox"/> <b>Bubble Blowing</b> – Blow bubbles slowly and focus on the breath and how the bubbles float.</li> <li><input type="checkbox"/> <b>Belly Breathing with a Stuffed Animal</b> – Lie down, place a toy on the belly, and watch it rise and fall.</li> <li><input type="checkbox"/> <b>Mindful Marching</b> – March in place, notice how your feet hit the ground, and swing your arms with control.</li> <li><input type="checkbox"/> <b>Follow the Leader (Mindful Edition)</b> – One child leads slow, focused movements that others copy.</li> <li><input type="checkbox"/> <b>Windmill Arms</b> – Swing arms gently in circles, syncing with slow breaths.</li> <li><input type="checkbox"/> <b>Balance Beam Walk</b> – Walk slowly on a line or board, paying attention to balance and foot placement.</li> <li><input type="checkbox"/> <b>Tighten and Release (Progressive Muscle Relaxation)</b> – Squeeze muscles (like fists) and then release them, noticing the difference.</li> <li><input type="checkbox"/> <b>Mirror Movement Game</b> – Partner up and mirror each other’s slow movements like a reflection.</li> <li><input type="checkbox"/> <b>Mindful Jumping Jacks</b> – Do jumping jacks slowly, counting each one with full attention.</li> </ul>	<p><i>part, the learner will be given the opportunity to explore more on the concept that will serve as a springboard in the preparation of a mindfulness routine program/plan.</i></p>
--	--	---


	<div data-bbox="443 138 1832 430"><ul style="list-style-type: none"><li><input type="checkbox"/> <b>Wiggle and Freeze</b> – Wiggle the whole body for 10 seconds, then freeze and notice how your body feels.</li><li><input type="checkbox"/> <b>Ball Rolling Focus</b> – Roll a ball back and forth to a partner while focusing on breath and movement.</li><li><input type="checkbox"/> <b>Simon Says (Mindful Version)</b> – Include directions like “touch your toes and take a deep breath.”</li><li><input type="checkbox"/> <b>Bubble Walk</b> – Pretend you are inside a bubble and walk gently so it doesn’t pop.</li></ul></div> <div data-bbox="443 523 1832 1388"><p>2. Discussing New Concept</p><p><b>DISCUSSION 1.3</b></p><p><b>The Key Concepts</b></p><p><b>Mindfulness Practice</b></p><ul style="list-style-type: none"><li>• Mindfulness and mindfulness skills can be practiced at any time, anywhere, while doing anything. Intentionally paying attention to the moment, without judging it or holding on to it, is all that is needed.</li><li>• 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).</li><li>• Contemplative prayer refers to focusing on what you are praying for in your line of faith.</li><li>• Mindfulness movement also has many forms. Examples include martial arts (such as arnis, pencak, silat, tai chi, aikido, and karate), and dancing. Hiking and walking while savoring the environment can also be ways to practice mindfulness.</li></ul></div>	<div data-bbox="1854 1220 2179 1388"><p><i>In this part, it highlights the 4Cs instructional design, the <b>context</b> and</i></p></div>
--	--	---

	<p>1. Developing Mastery</p> <p>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.</p> <p>*this pertains to formative assessment</p> <p><b>PICK-PAK-BOOM</b></p> <p><b>Here are some more mindfulness activities. Pick 5 activities that you can do:</b></p> <p><b>Observe with your eyes:</b></p> <ul style="list-style-type: none"><li>• Lie on the ground and watch the clouds in the sky.</li><li>• Walking slowly, stopping somewhere with a view, notice flowers, trees, and nature itself.</li><li>• Sit outside. Watch who and what go by in front of you, without following them with your head or your eyes.</li><li>• Notice the facial expression and movements of another person. Refrain from labeling the person's emotions, thoughts, or interests.</li><li>• Notice just the eyes, lips, or hands of another person (or just one feature of an animal).</li><li>• Pick up a leaf, a flower, or a pebble. Look at it closely, trying to see each detail.</li><li>• Find something beautiful to look at, and spend a few minutes contemplating it.</li></ul> <p><b>Observe sounds:</b></p> <ul style="list-style-type: none"><li>• Stop for a moment and just listen. Listen to the texture and shape of the sounds around you. Listen to the silences between the sounds.</li><li>• If someone is talking, listen to the pitch of the voice, to the smoothness or roughness of the sounds, to the clarity or the mumbling of the speech, to the pauses between the words.</li><li>• Listen to music, observing each note as it comes and the spaces between the notes. Try breathing the sounds into your body and letting them flow out again on your breath.</li></ul>	<p><b>connect.</b> The learners can perceive and understand the concept and relate the new learning to the existing knowledge. The task which focuses on key concepts; mindfulness practice and activities. Also, The learning activities and discussions will support structured lesson planning, ensuring that teachers can effectively guide the learners through reflective and engaging learning experiences.</p>
--	--	--

	<p><b>Observe smells around you:</b></p> <ul style="list-style-type: none"> <li>• Breathing in, notice any smells around you. Bring something close to your nose, and notice the smells. Take it away, and then notice the smells again. Do they linger?</li> <li>• When eating, notice the aroma of the food; when cooking, notice the aroma of the spices or other ingredients; when bathing, smell the soap or shampoo; when walking outside, notice the aroma of the air; when near flowers, bend down and “smell the roses.”</li> <li>• Observe taste and the act of eating:</li> <li>• Put something in your mouth, pay attention to the taste. Keep it in your mouth, and notice all the taste sensations.</li> <li>• Lick a lollipop or something else. Notice just the sensation of taste.</li> <li>• Eat a meal, or even a part of a meal, paying attention to the taste of each mouthful.</li> <li>• Notice any urge to avoid someone or something.</li> <li>• Scan your entire body, and notice the sensations. Where in the body is the urge?</li> <li>• When you are chewing your food, notice when you have the urge to swallow.</li> </ul> <p><b>Observe sensations of touch on your skin:</b></p> <ul style="list-style-type: none"> <li>• When walking, notice the sensations of walking—your feet hitting the ground and rising up and down. Sometimes I walk very slowly and notice. Sometimes I walk very fast and notice.</li> <li>• When sitting, notice your thighs on the chair. Notice the curve of your knees and your back.</li> <li>• Pay attention to anything touching you.</li> <li>• Try to feel your feet in your shoes, your body touching your clothes.</li> <li>• Feel your arms touching a chair.</li> <li>• Notice the sensations of your hands.</li> <li>• Touch something—the wall, a fabric, a table top, a pet, a piece of fruit, a person.</li> <li>• Notice the texture of what you feel, notice the sensations on your skin.</li> <li>• Try it again with another part of your body.</li> <li>• Notice the sensations again.</li> <li>• Focus your attention on the sensations in your chest, your stomach, or your shoulders.</li> <li>• Focus your attention on the place in your body where you feel tight or tense.</li> <li>• Focus your attention on the space between your eyes.</li> </ul>	<p><i>In this activity, it prioritizes student-centered learning and active engagement in which methods such as Experiential Learning and Inquiry-Based Learning are applied to facilitate mindfulness related task.</i></p>
--	--	--

<b>C. Demonstrating Knowledge and Skills</b>	<p>1. Finding Practical Application</p> <p><b>"Beyond Words: A Gesture of Meaning"</b></p> <p>Choose a local dance, a mime, or any meaningful movement activity for you. Focus on why this chosen activity is meaningful. Carefully choose the steps or choreography to it. Remember to give your full attention to this task. You will be evaluated based on your degree of executing the movement and how well you focus on it to denote mindfulness. Record this meaningful movement or present it in class. You will be evaluated based on the following:</p>					<p><i>For the given options, the Instructional Design Framework (IDF) method employed corresponds to the Constructivist Learning Approach in which students actively construct knowledge by working with ideas structuring their concepts and apply it in a form of meaningful movement / mindfulness activities. Collaborative Learning is also applied in which students discuss and share activities, promotes peer collaboration, critical thinking, and varied viewpoints. Experiential Learning and creativity will be evident where students learn real-</i></p>
	<b>Criteria</b>	<b>4 - Excellent</b>	<b>3 - Proficient</b>	<b>2 - Developing</b>	<b>1 - Beginning</b>	
	<b>1. Meaning and Intention</b>	Clearly explains the personal meaning of the movement; strong emotional or symbolic connection is evident in execution.	Describes why the movement is meaningful; some connection is visible in performance.	Gives a basic reason for the activity; emotional or symbolic link is unclear or weak.	Gives little or no explanation for choosing the movement; no personal connection shown.	
	<b>2. Mindful Awareness During Movement</b>	Movement is performed with deep focus, calm, and present-moment awareness; body and breath are well-coordinated.	Shows clear effort to focus on breath and movement; occasional distraction or break in awareness.	Displays some awareness but appears distracted or rushed at times.	Rarely demonstrates mindfulness; movement appears mechanical or unfocused.	
	<b>3. Physical Execution of Movement</b>	Movements are precise, expressive, and thoughtfully	Movements are mostly clear and coordinated; generally reflect the	Movements are somewhat disorganized or inconsistent with the	Movements lack clarity or purpose; difficult to interpret the	

	<p><b>4. Creativity and Originality</b></p> <p>chosen to reflect the intention.</p> <p>Movement or choreography is original, expressive, and creative; shows personal interpretation.</p> <p>Fully engaged and confident throughout; audience can sense the performer's connection to the task.</p>	<p>intended meaning.</p> <p>Some creative elements are present; performance shows thought and effort.</p> <p>Mostly confident and engaged; slight signs of hesitation.</p>	<p>intended message.</p> <p>Limited originality; relies on generic or copied movements.</p> <p>Occasionally distracted or unsure; engagement fades at moments.</p>	<p>intention behind them.</p> <p>No evident creativity; movement lacks uniqueness or expression.</p> <p>Appears disengaged or uncomfortable; minimal effort to connect with the activity.</p>	<p><i>world applications of mindfulness and fitness routines, reinforcing learning as meaningful and applicable.</i></p> <p><i>See attached LAS for this learning task.</i></p>
	<p>2. Making Generalization</p> <p>This phase the learners will draw conclusions or summarize the key takeaways from the lesson. It can be done through discussions, reflective questions, or concept mapping</p> <p><b>SUM - UP</b></p> <p>Name: _____ Date: _____</p>				

<div><p><b>Part 1: Think and Write</b></p><p>1. What is mindfulness in your own words?</p><p>2. How can being mindful help you when you feel worried or sad?</p><p>3. Name one physical activity you like to do (e.g., walking, dancing, jumping rope):</p><p>4.       How       do       you       feel       after       doing       this       activity?</p><p><input type="checkbox"/> Happy   <input type="checkbox"/> Calm   <input type="checkbox"/> Tired   <input type="checkbox"/> Other: _____</p><p><b>Part 2: Try It Out – Mindful Movement Time!</b></p><p><b>Instructions:</b> Try one of these activities slowly and with full attention. Choose one:</p><p><b>Mindful Walking:</b> Take 10 slow steps. Feel your feet touch the ground.</p><p><b>Mindful Stretching:</b> Stretch your arms up slowly, then down. Breathe in and out.</p><p><b>Mindful Breathing:</b> Sit quietly and take 5 deep breaths. Feel your chest rise and fall.</p><p><b>What did you notice during this activity? (Circle all that you felt):</b></p><p><input type="checkbox"/> Calm   <input type="checkbox"/> Focused   <input type="checkbox"/> Silly   <input type="checkbox"/> Strong   <input type="checkbox"/> Peaceful   <input type="checkbox"/> Sleepy</p><p><b>Draw a picture of you doing a mindful movement below:</b></p><p> (Drawing space)</p><hr/><p><b>Part 3: My Mindful Plan</b></p><p><b>Next time I feel worried or stressed, I can:</b></p><p><input type="checkbox"/> Take deep breaths</p></div>	<p><i>The teacher will facilitate and assist the learners to sum - up the activity using sets of activities. The learners may choose from the given activities based on their interest and preference. This approach ensures a differentiation learning process.</i></p>
--	--



	<div data-bbox="450 145 837 309"><input type="checkbox"/> Go for a mindful walk <input type="checkbox"/> Stretch slowly <input type="checkbox"/> Talk to someone I trust <input type="checkbox"/> Write or draw how I feel</div> <div data-bbox="450 355 1182 384"><b>One new thing I want to try to calm my mind is:</b></div>	
	<div data-bbox="450 520 770 549">3. Evaluating Learning</div> <div data-bbox="450 611 1146 687"><b>OPTION 1:</b> <b>Mindfulness and physical activity report card.</b></div> <div data-bbox="450 702 1827 879"><div data-bbox="450 702 1827 767">1. Create a report card describing your mindfulness practice. Give yourself a numeric grade and some recommendations for improvement.</div><div data-bbox="450 813 1827 879">2. In this report card, evaluate your level of physical activity. Give yourself a numeric grade and some recommendations for improvement</div></div> <div data-bbox="450 924 1480 1000"><b>OPTION 2:</b> <b>Mindfulness can also be applied at home. Do one of these activities:</b></div> <div data-bbox="450 1015 1827 1366"><div data-bbox="450 1015 1827 1185">1. Awareness while making tea or coffee. Prepare a pot of tea or coffee to serve a guest or to drink by yourself. Do each movement slowly, in awareness. Do not let one detail of your movements go by without being aware of it. Know that your hand lifts the pot by its handle. Know that you are pouring fragrant, warm tea or coffee into the cup. Follow each step in awareness. Breathe gently and more deeply than usual. Take hold of your breath if your mind strays.</div><div data-bbox="450 1232 1827 1366">2. Awareness while washing the dishes. Wash the dishes consciously, as though each bowl is an object of contemplation. Consider each bowl sacred. Follow your breath to prevent your mind from straying. Do not try to hurry to get the job over with. Consider washing the dishes the most important thing in life.</div></div>	<div data-bbox="1856 991 2168 1134"><i>The teacher will develop their own report card template for this activity.</i></div>

**Processing Questions :**

1. How did you feel during the activity?
  2. If you practiced mindfulness in doing these activities, how would you feel about doing these household chores?
  3. What other household activities can you do that apply mindfulness?
4. Additional Activities

**OPTION 1: LOVING KINDNESS**

- You can also show mindfulness by being kind to yourself. This is called loving kindness.
- Loving kindness is a mindfulness practice designed to increase love and compassion first for ourselves and then for our loved ones, for friends, for those we are angry with, for difficult people, for enemies, and then for all beings.
- Loving kindness can protect us from developing and holding on to judgmentalness, ill will, and hostile feelings toward ourselves and others.

Do this activity to yourself while practicing mindfulness.

- Remember to slowly do the activity and feel each word that you give to yourself.:
- Radiate loving kindness by reciting a set of warm wishes, such as “May I be
- happy,” “May I be at peace,” “May I be healthy,” “May I be safe,” or another
- set of positive wishes of your own.
- Repeat the script slowly, and focus on the meaning of each word as you say it in your mind. (If you have distracting thoughts, just notice them as they come and go and gently bring your mind back to your script.)
- Continue until you feel yourself immersed in loving kindness.

**Processing Questions:**

1. How does it feel to be mindful toward yourself?
2. How did you feel while doing the loving kindness exercise to yourself?

	<p>3. How did you feel after doing the loving kindness exercise to yourself?</p> <p>4. How did the loving kindness exercise change the views that you have toward yourself?</p> <p><b>OPTION 2: THINK ABOUT...</b></p> <p>In the next two years, you will be encountering a lot of work and perhaps challenges. Think about all the strengths that you have and write them on a piece of paper. Savor how these strengths are important to you. Afterwards, write a letter to yourself, reminding you to capitalize on your strengths when you are feeling sad or down. Give words of encouragement to yourself that you can read in the future in order to help you achieve your goals.</p> <p><b>Processing questions</b></p> <ol style="list-style-type: none"><li>1. How do you find the activity?</li><li>2. How do you feel while doing the THINK about activity?</li><li>3. How do you feel after doing the activity?</li><li>4. How did the activity change the views that you have toward yourself?</li></ol>	<p><i>This activity aligns with the <b>Instructional Design Framework (IDF)</b> under the <b>MATATAG Approach</b>, which focuses on <b>Experiential Learning</b> in which learners analyze scenarios, apply mindfulness techniques and fitness routines to real-life situations,</i></p>
--	--	--

		<p>and reflect on their personal experiences. Also, <b>Problem-Based Learning (PBL) encourages</b> critical thinking by prompting students to assess and respond to real-world challenges through mindfulness and physical wellness practices.</p> <p><b>Collaborative Learning</b> which students discuss their answers, exchange ideas, promote shared understanding, and engage in meaningful discourse on mindfulness and fitness.</p> <p><b>Reflective Learning</b> – which students deepen their understanding by</p>
--	--	---

		<i>reflecting on personal habits, analyzing the impact of mindfulness and fitness on daily life, and identifying areas for improvement.</i>
<b>V. ASSESSMENT</b> <i>(ASSESSING LEARNINGS)</i>	<b>MINDFULNESS ACTIVITIES AND FITNESS ROUTINE PLAN</b>  Develop a personalized mindfulness activities and fitness routine plan that enhances physiological health and physical development.	

Matrix of activities that must be done daily to demonstrate the integration of mindfulness and physical activity. Refer to the previous discussions for your reference in the development of the said plan.

SCORING RUBRICS

CATEGORY	CRITERIA	NEEDS IMPROVEMENT (1)	GOOD (2)	VERY GOOD (3)
Mindfulness activity concept	Clearly stated mindfulness activities towards physiological health and physical development.	The concept of mindfulness activities are unclear towards physiological health and physical development.	Basic concept of mindfulness activities towards physiological health and physical development.	Clear presentation of mindfulness activities towards physiological health and physical development.
Fitness routine concept	Clearly stated fitness routine towards physiological health and physical development.	The concept of fitness routine is unclear towards physiological health and physical development.	Basic concept of fitness routine towards physiological health and physical development.	Clear presentation of fitness routine towards physiological health and physical development.
Activity Design and Appropriateness	Age appropriate mindfulness and fitness routine activities	The activities are not appropriate	Most of the activities are partly appropriate	Age-appropriate activities aligned with clear direction

	Organizational and pacing	Proper sequence of activities	The activities are disorganized	The pacing of activities are not consistently organized.	The activities are properly organized and well-structured.	
<b>VI. REFLECTION</b> <i>(Feedback and Continuous Improvement)</i>	<p><b>For the teacher:</b></p> <ol style="list-style-type: none"> <li>Which part of the lesson did you find most engaging for the learners?</li> <li>What are the challenges encountered while teaching the content?</li> <li>What are the strategies you will use and modify to better support students' learning?</li> </ol> <p><b>For the learner:</b></p> <ol style="list-style-type: none"> <li>Could you give which activity where you feel motivated and engaged?</li> <li>What are the challenges you have encountered during mindfulness activities, fitness routine, and in making the personalized plan?</li> <li>How will you apply mindfulness activities and fitness routines in your day to day life?</li> </ol>					

Developed by:

**Maverick V. Catahan**

Region III, Division of Baliwag City

**Leonardo S. Biron**

Region III, Division of City of San Jose del Monte

**Edgar D. Francisco**

NCR, Division of Manila

Reviewed by:

**Dr. Marie Grace A. Gomez, RGC, LPT**

University of the Philippines Diliman

Approved by:

**GILBERT CRATIUS B. BARRION**

Senior Education Program Specialist

BLD-TLD



