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BUREAU OF LEARNING DELIVERY

**LESSON EXEMPLAR**

<b>Learning Area</b>	Life and Career Skills	<b>Grade Level</b>	11
<b>Semester</b>	1 <sup>st</sup> semester	<b>Quarter</b>	1 (Week 6)

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

<b>Content Standard</b>	The learners demonstrate understanding of the interconnectedness of development 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>	The learners reflect on one's experiences that support self-awareness, self-acceptance, and self-regulation.

**II. REFERENCES  
and MATERIALS**

(*Selecting Resources  
and Material*)

VIA Character Strength Test

<https://www.viacharacter.org>

Littman-Ovadia, Hadassah, Philippe Dubreuil, Maria Christina Meyers, and Pavel Freidlin. "Editorial: VIA Character Strengths: Theory, Research and Practice." *Frontiers in Psychology* 12 (2021): 653941.  
<https://doi.org/10.3389/fpsyg.2021.653941>.

Self-Awareness

"Self-Awareness: The Key to Understanding Yourself and Living Authentically." *Mindful Spark*. November 22, 2024.  
<https://mindfulspark.org/2024/11/22/self-awareness-the-key-to-understanding-yourself-and-living-authentically/>.



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	<p>Mindfulness Activities</p> <p>Marsha M. Linehan, <i>DBT Skills Training Handouts and Worksheets</i>, 2nd ed. (New York: Guilford Press, 2015), 78–82.</p> <p>Mark D. Alicke, Yiyue Zhang, and Nicole Stephenson, "Self-Awareness and Self-Knowledge," <i>Oxford Research Encyclopedia of Psychology</i>, August 27, 2020, <a href="https://doi.org/10.1093/acrefore/9780190236557.013.743">https://doi.org/10.1093/acrefore/9780190236557.013.743</a>.</p> <p><i>Self-Awareness Discussion:</i> <a href="https://youtu.be/KlqR88ND-VA?si=TUBpOc2OLB5BGKNq">https://youtu.be/KlqR88ND-VA?si=TUBpOc2OLB5BGKNq</a></p>	
<b>III. CONTENT</b> <i>(Sequencing Content)</i>	Applying Life Skills to Different Domains <ul style="list-style-type: none"> <li>• Personal and Social</li> <li>• Academic</li> <li>• Career and Vocation</li> <li>• Digital</li> </ul>	
<b>IV. OBJECTIVES</b> <i>(Setting Clear Objectives and Analyzing the Tasks)</i>	At the end of the discussion, the learners should be able to: Recognize experiences that shaped one's self-awareness and emotional responses. Specifically, the lesson aims to: A. Define self-awareness as part of self-concept; B. Reflect on varying emotions and personal characteristics that define oneself; and C. Identify goals to improve oneself.	
<b>IV. PROCEDURES</b> <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,	<p style="text-align: center;"><b>ANNOTATION</b></p> <p><i>*Instruction to the teacher on how to facilitate the activities.</i></p>	



Republic of the Philippines  
**Department of Education**  
BUREAU OF LEARNING DELIVERY

<p>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.</p> <p><b>(Each part shall have 2-3 varied activities)</b></p>		<p><i>*In the Annotation, explicitly explain how the IDF is applied in each part of the lesson</i></p>
<p><b>A. Activating Prior Knowledge</b></p>	<p>1. Activating Prior Knowledge</p> <p><b>Option 1</b></p> <p>The students will be asked to take the VIA Character Strengths test and discuss how the signature strengths can be used in life</p> <p><a href="https://www.viacharacter.org/">https://www.viacharacter.org/</a></p>	<p>The SHS IDF is grounded in the 3Rs of Learning Delivery: Responsive, Relevant, and Reflective Instruction. These principles ensure that teaching remains learner-centered, adaptable, and purpose-driven. Thus, learning activities in this part of the lesson guides the learners in identifying their strengths and reflecting on their personal characteristics.</p> <p>The Values in Action (VIA) survey is a self-report questionnaire that focuses on the identification of the learners' character strengths. Learners rate their agreement with a series of statements related to each of the 24 character strengths on a Likert scale, which they can use for personal growth and self-reflection.</p>



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**Department of Education**  
 BUREAU OF LEARNING DELIVERY

**Option 2: "Who Am I?" Brainstorm Web**

Students create a mind map starting with "Me" in the center, branching out to words or images representing their qualities, interests, and values.



**2. Establishing the Purpose of the Lesson**

Processing Questions:

1. Have you ever had a moment when you realized something new about yourself? What was it like?
2. How do you think understanding yourself better can help you in school, relationships, or making decisions?

The teacher/facilitator must ensure that this activity will enable the learners reflect on their traits and characteristics that they think, make them as a person. This helps visualize the concept of self-awareness and opens discussion on its meaning.

The teacher may let the learners share their works in class to help establish the purpose of the lesson.

Engage students in a brief discussion about the importance of self-awareness and its relation to self-concept through facilitating meaningful discussion in answering the processing questions.



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**Department of Education**  
BUREAU OF LEARNING DELIVERY

3. When have you felt unsure about your thoughts or feelings? What helped you understand them?

4. What do you hope to gain from today's lesson?

**Option 1 SELF-CARE CHECKLIST**

**Guide the students in accomplishing the checklist below:**

Instruction: Put a check on the corresponding box that reflects how often you do the following:

	Never	Sometimes	Always
Get enough sleep			
Exercise regularly			
Eat a healthy diet			
Take breaks throughout the day			
Stay connected with loved ones			
Manage stress			
Schedule routine appointments with your doctor and dentist to maintain good health			
Prioritize self-care			

Studies show that identifying signature strengths can be a starting point for personal growth and development, allowing learners to focus on building and strengthening



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**Department of Education**  
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		<p>their strengths and can also help individuals build stronger relationships by facilitating empathy, understanding, and appreciation for others. This highlights the Strengthened Senior High School Curriculum Instructional Design Framework, which puts the learners at the center of the instruction. These activities make the learning personally meaningful, inclusive and empowering. Hence, the teacher, as facilitator of learning, should remind the learners to do the activities as truthfully as possible.</p>
<p><b>B. Instituting New Knowledge</b></p>	<p>1. Presenting Examples</p> <p>Video presentation about self-awareness that can be accessed through this link: <a href="https://youtu.be/KlqR88ND-VA?si=TUBpOc2OLB5BGKNq">https://youtu.be/KlqR88ND-VA?si=TUBpOc2OLB5BGKNq</a></p> <div data-bbox="573 986 1135 1295"> <p>The screenshot shows a video player with a green chalkboard background. A cartoon teacher character is pointing at the board. The text on the board reads: 'SELF-AWARENESS IS...', 'NAMING HOW YOU FEEL', '"I FEEL [ANGRY, HAPPY, SAD, ETC.]', 'UNDERSTANDING WHY YOU FEEL THAT WAY', '"I FEEL THIS WAY BECAUSE [ ]"', 'EXPLAIN YOUR FEELS', and '"WHEN I GET ANGRY, I [ ]"'. The video player interface shows it is at 0:21 / 1:08.</p> </div> <p>SEL Lesson Self-Awareness Week 2</p> <p>Lessons for SEL 33.6K subscribers</p> <p>282   Share   Download</p>	<p>In this part of the lesson, the teacher must be able to emphasize and discuss the importance of understanding yourself in decision-making and problem solving. In addition, developing self-awareness allows them to identify emotional triggers, understand personal values, and align actions with intentions, leading to improved relationships and well-being.</p>



Republic of the Philippines  
**Department of Education**  
BUREAU OF LEARNING DELIVERY

Processing Questions:

1. What are some key points the video makes about self-awareness?
2. How does the video suggest self-awareness can affect our relationships with others?
3. Which part of the video resonated most with you, and why?
4. How can you apply the strategies discussed in the video to your daily life?
5. What challenges might you face in becoming more self-aware, and how can you overcome them?

Discuss the following ideas:

What Is Self-Awareness?

According to an article titled *Self-Awareness: The Key to Understanding Yourself and Living Authentically*, self-awareness has 2 types:

- Private Self-Awareness: Recognizing and understanding one's internal states, such as emotions and thoughts.
- Public Self-Awareness: Being conscious of how others perceive one and how one's behavior aligns with social norms.



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**Option 1 The Problem-Solving Path Stations**

Station 1: Problem Identification

Physical Task: Step or jump onto labeled circles with keywords: Feelings, Facts, People Involved, What Is Wrong  
Cognitive Task: Students must identify the root of a given problem scenario.

***Mindful Prompt: “How would you feel if you were in this situation? What’s the real issue?”***

Station 2: Brainstorm Ladder

Physical Task: Use a mini obstacle course (e.g., cones, ropes, or small ladders) to simulate “climbing toward solutions.”

Cognitive Task: Each student gives one possible solution while doing a movement (e.g., hop, squat, crawl).

***Mindful Prompt: “Are your ideas helpful, hurtful, or hopeful? Let go of self-judgment.”***

The teacher has to create five “problem stations” in an open space either inside or outside the classroom. Each station will include:

- A problem scenario card (on paper or laminated)
- A physical challenge to complete
- Reflection/mindfulness questions or a task

The class shall be divided in-group and has to rotate every 4–5 minutes through 5 stations. The teacher may opt to play calm, instrumental music in the background to help enhance focus.





Republic of the Philippines  
**Department of Education**  
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	<p>Station 3: Weigh It Out</p> <p>Physical Task: Hold a light object in each hand. While balancing, discuss the pros and cons of 2 chosen solutions.</p> <p>Cognitive Task: Evaluate which solution is more effective and realistic.</p> <p><b><i>Mindful Prompt: “What outcome will help everyone involved feel safe and respected?”</i></b></p> <p>Station 4: The Action Pose</p> <p>Physical Task: Act out (like charades) how you would apply the solution. Use expressive movement or teamwork.</p> <p>Cognitive Task: Practice applying the chosen solution through role-play.</p> <p><b><i>Mindful Prompt: “How do you feel when you try to solve something this way?”</i></b></p> <p>2. Discussing New Concept</p> <p><b>Option 1: Identity Collage/Digital Mood Board</b></p> <p>Learners create a collage (using magazines, art supplies) or a digital mood board (using online tools) that represents</p>	
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**Department of Education**  
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their personal characteristics. They can include images, words, symbols, and colors that reflect their:

- Strengths
- Values
- Interests
- Personality traits

Learners must share their collages/mood boards in small groups or with the whole class, explaining the elements they chose and why.

**Option 2: Emotional Response**

Students will be grouped into 5. Each group will be given a scenario to act out. A representative must discuss the emotions and choices involved, and decide on the most responsible and self-aware response. Students will be reminded to be mindful of the following in doing so:

1. Use respectful language.
2. Reflect on how they would feel in the scenario.
3. Think about both short-term and long-term outcomes.

The teacher must emphasize the relation of self-care in developing their personalities, which leads to sensible decision-making skills.



Republic of the Philippines  
**Department of Education**  
 BUREAU OF LEARNING DELIVERY

3. Developing Mastery

**Option 1 Differentiated Approach**

The class will be grouped into 5 and will be tasked to show how they take care of themselves to manage their emotions. Each group picked their assigned strategies in which they are going to portray in different approach like on the following:

PHYSICAL SELF-CARE – Dance Presentation

EMOTIONAL SELF-CARE – Dance Drama

MENTAL SELF-CARE – Role Play

SOCIAL SELF-CARE – Poster and Slogan

SPIRITUAL SELF-CARE – Song Composition

The Differentiated Approach Activity will be graded using the rubrics below:

<b>Criteria</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Needs Improvement (1)</b>
<b>Content &amp; Message</b>	Clear, creative, and strongly connected to the topic; message is easy to understand	Good message, mostly clear and related to topic	Message is somewhat clear, needs more relevance	Message is unclear or not related to topic
<b>Creativity &amp; Originality</b>	Highly creative, original, and engaging presentation	Creative and engaging, some originality	Some creativity, presentation is simple	Lacks creativity, very basic or copied
<b>Performance &amp; Delivery</b>	Confident, expressive, and engaging; shows preparation	Good performance, some energy and expression	Basic performance, needs more energy	Poor performance, lacks preparation
<b>Teamwork &amp; Participation</b>	All members actively participate and contribute equally	Most members participate actively	Some members participate; others need to engage more	Few members participate, weak teamwork
<b>Use of Resources/Props (Optional)</b>	Excellent use of props, visuals, or music to enhance presentation	Good use of resources, supports message well	Some use of props, but limited impact	No or ineffective use of resources



Republic of the Philippines  
**Department of Education**  
BUREAU OF LEARNING DELIVERY

	<p><b>Option 2 The Wheel of Life</b></p> <p>Learners draw a circle and divide it into sections representing different areas of their lives:</p> <ul style="list-style-type: none"><li>• Personal and Social</li><li>• Academic</li><li>• Career and Vocation</li><li>• Digital</li></ul> <p>They have to rate their satisfaction in each domain on a scale of 1 to 10 and mark it on the wheel. The wheel provides a visual representation of their life balance. Learners then have to identify domains where they want to improve and set specific, achievable goals related to those areas.</p>	
<b>C. Demonstrating Knowledge and Skills</b>	<p>1. Finding Practical Application</p> <p><b>Option 1 Taking Hold of your Mind: Observe, Describe, Participate</b></p>	<p>This part of the lesson are mindful activities that aim to enhance learners' focus and connection to their inner selves. Hence, the teacher must make sure that the room is free of unnecessary noise or/and any distractions.</p>



Republic of the Philippines  
**Department of Education**  
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Let the students find their most comfortable place in the room and facilitate the following:

Observe Skills

- A. Notice your body sensations (coming through your eyes, ears, nose, skin, and tongue).
- B. Pay attention on purpose, to the present moment.
- C. Control your attention, but not what you see.  
Push away nothing. Cling to nothing.
- D. Practice wordless watching: Watch thoughts come into your mind and let them slip right by like clouds in the sky. Notice each feeling, rising and falling, like waves in the ocean. Observe both inside and outside yourself.
- E. Put words to the experience. When a feeling or thought arises, or you do something, acknowledge it. For example, say in your mind, “Sadness has just enveloped me,” or “Stomach muscles tightening,” or “A thought ‘I can’t do this’ has come into my mind.”
- F. Label what you observe. Put a name on your feelings. Label a thought as just a thought, a feeling as just a feeling, an action as just an action. Unglue your interpretations and opinions from the facts. Describe the “who, what, when, and where” that you observe. Just the facts. Remember, If you can’t observe it through your senses, you can’t describe it.



Republic of the Philippines  
**Department of Education**  
BUREAU OF LEARNING DELIVERY

Participate Skills

- A. Throw yourself completely into activities of the current moment.
- B. Do not separate yourself from what is going on in the moment (dancing, cleaning, talking to a friend, feeling happy or feeling sad).
- C. Become one with whatever you are doing, completely forgetting yourself. Throw your attention to the moment.

**Option 2 Emotion Tableau**

Students will identify emotions, recognize decision points, and portray a responsible response using nonverbal expression.

**Scenario 1: Caught in the Act**

You see a classmate cheating during a test. You're torn between staying silent or reporting it.

Use the rubric below in assessing the emotion tableau activity.



Republic of the Philippines  
**Department of Education**  
 BUREAU OF LEARNING DELIVERY

**Freeze Frame 1:** Your moment of realization.  
**Freeze Frame 2:** Your inner conflict.  
**Freeze Frame 3:** Your decision and its impact.

**Scenario 2: Excluded on Purpose**

You notice a group of friends whispering and looking at you, then walking away laughing. You feel hurt and unsure how to react.

**Freeze Frame 1:** Your reaction to being excluded.  
**Freeze Frame 2:** You deciding whether to confront, ignore, or reflect.  
**Freeze Frame 3:** You choosing a mature and respectful response.

**Scenario 3: Digital Drama**

Someone posts a hurtful comment about you online. You're angry and want to respond.

**Freeze Frame 1:** Seeing the post.  
**Freeze Frame 2:** Feeling overwhelmed and considering your options.  
**Freeze Frame 3:** Choosing a calm, respectful action or asking for help.

Criteria	4 - Excellent	3 - Good	2 - Developing	1 - Needs Improvement
<b>Emotional Awareness</b>	Emotions clearly shown and appropriate to the scene.	Emotions mostly clear and appropriate.	Emotions shown but lack clarity or consistency.	Little or no emotional expression.
<b>Decision-Making Portrayal</b>	Decision is clear, mature, and strongly connected to the scene.	Decision is appropriate and understandable.	Decision is somewhat appropriate but unclear.	Decision is inappropriate or missing.
<b>Body Language &amp; Expression</b>	Movements and expressions are strong and expressive.	Body and facial language support the message.	Some body movement, but needs more clarity or emotion.	Minimal or confusing expression or movement.
<b>Group Collaboration</b>	All members are actively involved and work well together.	Most members participate and collaborate effectively.	Uneven participation; limited teamwork.	Lack of collaboration; one or more members uninvolved.
<b>Reflection Quality</b>	Deep insight and strong connection to learning.	Thoughtful reflection with clear learning.	Basic reflection with some learning shown.	Incomplete or lacks understanding.



Republic of the Philippines  
**Department of Education**  
BUREAU OF LEARNING DELIVERY

**Scenario 4: Helping a Friend in Trouble**

Your friend is clearly upset but says “I’m fine.” You want to help but don’t want to push.

**Freeze Frame 1:** Noticing your friend’s change in mood.

**Freeze Frame 2:** Deciding how to respond with care.

**Freeze Frame 3:** Offering support in a gentle, respectful way.

**Scenario 5: Tempted to Lie**

You broke something at school by accident. No one saw it, and you could easily deny it.

**Freeze Frame 1:** The moment the accident happens.

**Freeze Frame 2:** Wrestling with the decision: tell the truth or not?

**Freeze Frame 3:** Owning up to your actions.

2. Making Generalization

**Option 1: Understanding Myself and My Choices**

Complete the sentence below to show what you learned today.

I learned that when I understand my \_\_\_\_\_, I can make \_\_\_\_\_ that help me and others feel





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\_\_\_\_\_. Also, I have learned that being self-aware helps me understand my \_\_\_\_\_, which allows me to make better \_\_\_\_\_ that lead to more positive outcomes in my life."

### 3. Evaluating Learning

#### My Life Map Activity Sheet

##### My Life Map Activity Sheet

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Instructions: Identify 3-4 significant experiences in your life so far. These could be positive or negative. For each experience, answer the questions below.

##### Experience 1:

- What happened? (Briefly describe the experience)
- What life skills did I use or need to use in this experience?
- In which domain(s) did this experience primarily occur? (Personal/Social, Academic, Career/Vocation, Digital)
- How did this experience affect my sense of self?

##### Experience 2:

- What happened? (Briefly describe the experience)
- What life skills did I use or need to use in this experience?
- In which domain(s) did this experience primarily occur? (Personal/Social, Academic, Career/Vocation, Digital)
- How did this experience affect my sense of self?

##### Experience 3:

- What happened? (Briefly describe the experience)
- What life skills did I use or need to use in this experience?
- In which domain(s) did this experience primarily occur? (Personal/Social, Academic, Career/Vocation, Digital)
- How did this experience affect my sense of self?

##### Experience 4: (Optional)

- What happened? (Briefly describe the experience)
- What life skills did I use or need to use in this experience?
- In which domain(s) did this experience primarily occur? (Personal/Social, Academic, Career/Vocation, Digital)
- How did this experience affect my sense of self?



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**Department of Education**  
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	<p>4. Additional Activities</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>	
<p><b>V. ASSESSMENT</b></p> <p><i>(Assessing Learnings)</i></p>	<p><b>A. Directions:</b> Read each question carefully. Choose the <b>letter</b> of the best answer and write it on the blank before each number.</p> <p>_____ <b>1.</b> What is the best definition of self-awareness?</p> <p>A. Recognizing other people's feelings B. Understanding how you look physically C. Being aware of your strengths, emotions, and actions D. Paying attention to what others say</p> <p>_____ <b>2.</b> Why is self-awareness important in making good decisions?</p> <p>A. It helps us control other people's choices B. It allows us to act quickly without thinking C. It helps us recognize emotions and think before we act D. It encourages us to avoid responsibilities</p> <p>_____ <b>3.</b> Which of the following is an example of a self-aware response?</p> <p>A. Ignoring your feelings when you're angry B. Reflecting before reacting to someone's words C. Blaming others when things go wrong D. Pretending nothing happened after making a mistake</p>	



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|  | <p>_____ <b>4.</b> Which strategy shows good decision-making?</p> <ul style="list-style-type: none"><li>A. Acting based on emotions alone</li><li>B. Thinking about the consequences before choosing</li><li>C. Choosing what's easiest, regardless of the outcome</li><li>D. Waiting for someone else to decide for you</li></ul> <p>_____ <b>5.</b> Which of these best shows the relationship between emotions and decisions?</p> <ul style="list-style-type: none"><li>A. Emotions should always be ignored when making decisions</li><li>B. Emotions help us stay strong but are not part of decision-making</li><li>C. Understanding emotions can help us make thoughtful, wise choices</li><li>D. We should follow emotions immediately to stay true to ourselves</li></ul> <p>_____ <b>6.</b> Your friend says something hurtful, and you feel angry. What is the most self-aware and responsible action?</p> <ul style="list-style-type: none"><li>A. Ignore your friend forever</li><li>B. Yell back immediately</li><li>C. Reflect on your feelings, then talk to your friend calmly</li><li>D. Tell everyone else what your friend did</li></ul> <p>_____ <b>7.</b> You see a classmate being left out during group work. You remember how that felt when it happened to you. What should you do?</p> <ul style="list-style-type: none"><li>A. Stay silent to avoid getting involved</li><li>B. Invite them to your group or offer support</li><li>C. Join in with the group leaving them out</li><li>D. Pretend you didn't notice</li></ul> <p>_____ <b>8.</b> You forgot to do your homework. What shows good decision-making?</p> <ul style="list-style-type: none"><li>A. Make an excuse so you won't get in trouble</li><li>B. Blame your classmate for distracting you</li></ul> |
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Republic of the Philippines  
**Department of Education**  
BUREAU OF LEARNING DELIVERY

- C. Take responsibility and ask how to make up for it  
D. Say nothing and hope the teacher won't notice

\_\_\_\_\_ **9.** You are nervous before a presentation. What is the best way to handle your emotion?

- A. Run out of the classroom  
B. Acknowledge your nerves and use deep breathing  
C. Pretend you are sick  
D. Let your nerves take over and say nothing

\_\_\_\_\_ **10.** You're invited to join a group doing something against the rules. What should guide your decision?

- A. What your friends expect  
B. What is popular on social media  
C. Your personal values and long-term goals  
D. What seems fun in the moment

**B. Performance Task**

**Light, Camera, Action!**

Learners will be grouped. Each group picks or is assigned one scenario from each domain and needs to prepare a 3-5 minute role-play showing:

- Awareness of emotions or thoughts relevant to the scenario.
- A responsible, thoughtful decision.
- Positive outcome or reflection on the decision.

**Possible Scenarios**

1. You feel left out when your friends make plans without you. You want to join but also feel hurt. How do you handle your feelings and decide what to do?



Republic of the Philippines  
**Department of Education**  
 BUREAU OF LEARNING DELIVERY

- 2.** You forgot to study for an important test. You feel worried and stressed. How do you respond to your feelings and decide what action to take before or after the test?
- 3.** You are asked to join a volunteer group at school to learn new skills. You feel nervous about trying something new. How do you reflect on your feelings and decide whether to participate?
- 4.** You receive a mean message on social media from someone you don't know. You feel upset and angry. How do you manage your feelings and decide how to respond online?

Rubrics for Grading

Criteria	4 - Excellent	3 - Good	2 - Developing	1 - Needs Improvement
<b>Emotion Expression</b>	Clearly and accurately shows emotions relevant to the scenario with strong impact.	Shows appropriate emotions most of the time with some clarity.	Emotions shown but inconsistent or unclear at times.	Little or no emotional expression; emotions unclear or missing.
<b>Decision Quality</b>	Demonstrates a thoughtful, responsible decision that fits the scenario perfectly.	Decision is appropriate and mostly responsible for the scenario.	Decision somewhat fits but lacks clear responsibility or thought.	Decision is unclear, inappropriate, or missing.
<b>Collaboration</b>	All group members actively participate and support each other throughout.	Most group members participate and work well together.	Uneven participation; some members less involved.	Little cooperation; some members not involved.
<b>Reflection &amp; Insight</b>	Provides deep insight into emotions and decision impact during discussion.	Offers clear reflection on emotions and decisions.	Basic reflection with limited insight.	Reflection missing or lacks understanding.



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**VI. REFLECTION**

*(Feedback and  
Continuous  
Improvement)*

*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.*

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