

# Lesson Exemplar in Life and Career Skills

Quarter 1

LESSON

7

Lesson Exemplar for Life and Career Skills 11  
Quarter 1: Lesson 7

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## LESSON EXEMPLAR

<b>Learning Area</b>	LIFE AND CAREER SKILLS	<b>Grade Level</b>	11
<b>Semester</b>	1	<b>Quarter</b>	1

### 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>	Reflect on one's experiences that support self-awareness, self-acceptance, and self-regulation

### II. REFERENCES and MATERIALS

*(Selecting Resources and Material)*

IMAGINATION, E4. 2019. *Disney-Pixar "PIPER" - Cute Motivational short movie*. India.

2016. *PIPER*. Directed by Alan Barillaro. Performed by Pixar Animation Studios.

Human Palm Outline Stylized Handprint Trace Stock Vector (Royalty Free) 1515831371 | Shutterstock  
<https://positive.b-cdn.net/wp-content/uploads/Positive-Replacement-Thoughts-Worksheet.pdf>.

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Therapy, Sean Delaney. n.d. "Sean Delaney Therapy." <https://seandelaneytherapy.com/index.html#about>. Accessed 05 7, 2025.  
[https://www.google.com/search?sca\\_esv=44785faec4b38403&q=the+hot+cross+bun+model&udm=2&fbs=A BzOT\\_CWdhQLP1FcmU5B0fn3xuWpA-dk4wpBWOgsoR7DG5zJBkzPWUS0OtApxR2914vrjk60CMaA0jPMd-1UByCaBk9RkR5TYqOiT6ScESjovcjoQsq5ONuy5rbBWEk9TUVl6J2HkzJy9MyWZ2y1jHUUMvJQzwoCyq3n](https://www.google.com/search?sca_esv=44785faec4b38403&q=the+hot+cross+bun+model&udm=2&fbs=A BzOT_CWdhQLP1FcmU5B0fn3xuWpA-dk4wpBWOgsoR7DG5zJBkzPWUS0OtApxR2914vrjk60CMaA0jPMd-1UByCaBk9RkR5TYqOiT6ScESjovcjoQsq5ONuy5rbBWEk9TUVl6J2HkzJy9MyWZ2y1jHUUMvJQzwoCyq3n).

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*(These shall be accomplished per topic)*

<b>III. CONTENT</b> <i>(Sequencing Content)</i>	<b><i>Applying Life Skills to Different Domains</i></b> <ul style="list-style-type: none"> <li>• <i>Personal and Social</i></li> <li>• <i>Academic</i></li> <li>• <i>Career and Vocation</i></li> <li>• <i>Digital</i></li> </ul>
<b>IV. OBJECTIVES</b> <i>(Setting Clear Objectives and Analyzing the Tasks)</i>	<b><i>Explain the impact of one’s emotions and environmental factors in behavior and decision-making.</i></b> <ol style="list-style-type: none"> <li><i>Identify personal experiences that influenced how they see and accept themselves.</i></li> <li><i>Understand the impact of one’s emotions influence behavior and decision-making.</i></li> <li><i>Analyze the role of the environment in shaping your responses to challenges.</i></li> </ol>
IV. PROCEDURES	ANNOTATION
<b>A. Activating Prior Knowledge</b>	<p><b>WEEK 7 DAY 1</b></p> <p><b>NOTE: FOR SELF – ACCEPTANCE ACTIVITIES</b></p> <p>1. Activating Prior Knowledge</p> <p><b>Option #1: Mood &amp; Weather Match-Up</b></p> <p>Instruction:</p> <ul style="list-style-type: none"> <li>• Present different weather scenes (sunny, rainy, foggy, stormy, snowy).</li> <li>• Discuss how nature and surroundings influence emotional balance.</li> </ul> <p><b>Option #2: Life Skills in the Different Domain</b></p> <p>Instruction:</p> <ul style="list-style-type: none"> <li>• Divide the class into groups</li> <li>• Each will represent <ul style="list-style-type: none"> <li>Group 1 Academic</li> <li>Group 2 Career &amp; Vocation</li> <li>Group 3 Digital</li> <li>Group 4: Personal &amp; Social</li> </ul> </li> </ul>

Notes to teacher:

This activity helps learners reflect on personal experiences across four life domains—Personal & Social, Academic, Career, and Digital—and examine how these situations made them feel or act. The goal is to build self-awareness, self-acceptance, and decision-making skills by connecting emotions to real-life contexts.

Option #1: Mood and Weather Match-Up

Encourage learners to participate in the check-in activity.

Option #2: Life Skills in the Different Domain

Notes to teacher

Scenario 1: Academic

Scenario 2: Career & Vocation

Scenario 3: Digital

Scenario 4: Personal & Social

	<ul style="list-style-type: none"> <li>Discuss each scenario with the processing questions</li> </ul> <p>Scenarios:</p> <p><i>Scenario 1: Struggling with Grades</i>  Riza studied all night for her math test, but when she got it back, she failed. She told herself, this is the end of my aspiration to be an honor student! She failed by one point.</p> <ol style="list-style-type: none"> <li>Will Riza's dream of becoming an honor student come to an end? Why?</li> <li>What unhelpful thinking can be seen in this scenario?</li> <li>What coping thoughts can Riza have?</li> <li>If you were Riza's friend, what advice would you give her?</li> </ol> <p><i>Scenario 2: Feeling Lost About the Future</i>  Kathryn trained her best to get into her dream university. However, as she got the results of her examination, she got rejected. She also got rejected in three more universities of her choice. She passed the examination of a university that she did not like, but got a scholarship with stipend. She felt that she was a failure because of this?</p> <ol style="list-style-type: none"> <li>How would you feel if you were Kathryn?</li> <li>If you were Kathryn, what good things would you think about at the university that you passed the entrance exam? Is she really a failure? Why?</li> </ol> <p><i>Scenario 3: Your Life Online</i>  Joseph always rants about his teachers and classmates in social media. He got angry with his teachers and classmates because he got corrected with his spelling errors in a group activity. He posted a long rant on social media telling that his teacher and classmates are very unkind and impolite that he was corrected. He even posted</p>	<p>1. Activating Prior Knowledge</p> <p>Activities (Options #1-#3)</p> <p>◊ SHS IDF Alignment:</p> <ul style="list-style-type: none"> <li>A (Analysis): Activates prior experiences in various life domains.</li> <li>R (Responsive): Engages diverse learning preferences (movement, reflection, storytelling).</li> <li>4Cs/4Is: Critical thinking, Collaboration, Inclusivity, Interaction.</li> </ul>
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	<p>curse words on the class picture that he uploaded without permission.</p> <ol style="list-style-type: none"><li>1. How do you feel when someone tells you that you made a mistake?</li><li>2. Is it okay to make mistakes sometimes? Why?</li><li>3. What can we learn when others correct us kindly?</li></ol> <p><i>Scenario 4: Embracing What Matters</i></p> <p>Maria often felt insecure about her appearance and avoided social gatherings because she feared judgment. One day, at a friend's birthday party, she overheard her friends talking about how much they admired her kindness. This made Maria realize that her value WORTH wasn't just about how she looked is more than just a pretty face.</p> <ol style="list-style-type: none"><li>1. Why did Maria feel insecure?</li><li>2. What realizations did Maria have when she overheard people admiring her kindness?</li><li>3. If you were Maria's friend, what advice would you give her?</li></ol> <p><b>Option #3: I am and I can Messages</b></p> <p>Instructions:</p> <p>1.Think of all that you have gone through. Think of all your accomplishments that define who you are. After this, write at least five I Am messages to yourself that conveys your strengths.</p> <p>I am _____.</p> <p>I am _____.</p> <p>I am _____.</p> <p>I am _____.</p>	<p>Option #3: "I am and I can Messages"</p> <p>This activity is grounded on Behavior Therapy, Assertiveness Training to improve self-esteem. Building self-esteem is crucial to building self-acceptance. Life what I have told you, self acceptance takes time to develop.</p> <p>After the learners write down their I Am Messages, and I Can Messages ask them to deliver them in front of the class with conviction.</p>
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I am \_\_\_\_\_.

*After writing down the I Am Messages, deliver them in front of the class with conviction.*

2. Now that you have written and said I Am Messages to yourself, it is now time to think of the things that you can do. Write at least five I Can messages to yourself.

I can \_\_\_\_\_.

I can \_\_\_\_\_.

I can \_\_\_\_\_.

I can \_\_\_\_\_.

I can \_\_\_\_\_.

*After writing down the I can Messages, deliver them in front of the class with conviction.*

Processing Questions:

- How does it feel to deliver I am and I can Messages
- How will you utilize I am and I can messages when you have challenges in life?

**NOTE: FOR EMOTION FACTOR ACTIVITIES**

**Option #1: My Happy Place**

Imagine a place that makes you feel happy. You can close your eyes to visualize it, or you can draw it. Describe where this is. Describe what can be seen in this place. Describe the colors of the place. Describe the temperature in this place. Describe the scents in this place. Go ahead and think of this happy place and savor how this makes you happy.

Processing Questions

1. What is your happy place? Describe it?

	<p>2. How do you feel when visiting your happy place?</p> <p>3. What can you do with your happy place if you feel sad or overwhelmed with life?</p> <p><b>Option #2: Nature Walk</b></p> <p>Instruction:</p> <ol style="list-style-type: none"> <li>1. Take learners on a short walk in a park or your school garden</li> <li>2. Ask them to notice and list things they see, hear, smell, and feel. This has to be very specific: <ul style="list-style-type: none"> <li>5 things that are seen</li> <li>4 things that are heard</li> </ul> </li> <li>3. Reflect on how their mood changed before and after the activity.</li> </ol> <p>Processing Question</p> <ul style="list-style-type: none"> <li>• What are the things that you have seen, heard, smelled, felt?</li> <li>• What is something that you can taste right now as you have used your senses to observe?</li> <li>• How did this activity affect the way that you feel?</li> <li>• How can you use this activity when you are stressed out?</li> </ul> <p><b>Option #3: Invisible Ball Catch</b></p> <ol style="list-style-type: none"> <li>1. Imagine that you are holding an invisible ball. Everyone should focus on the invisible ball</li> <li>2. Pass the ball to one learner at a time. All learners should be aware of the ball pass to them.</li> <li>3. The person who misses to catch the ball is out from the game.</li> <li>4. The process is repeated until there is a winner or until the teacher stops the game</li> </ol> <p>Processing Question</p>	<p>Option #2: Nature Walk</p> <p>Refer to this: <a href="#">purpose of 5 4 3 2 1 Groundign exercise</a></p>
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- How did you find the activity?
- How focused were you during the activity?
- What learnings did you glean from this activity?

## 2. Establishing the Purpose of the Lesson

**NOTE: FOR SELF - ACCEPTANCE ACTIVITIES**

### **Option #1: Mirror Talk**

Instructions:

1. Look at yourself using a mirror
2. Look 3 things that you like about yourself
3. Write them.

### PROCESSING QUESTIONS

- How did it feel to look at yourself and speak kindly?
- What's one thing you can start accepting about yourself today?
- How does self-acceptance help in building better relationships with others?

### **Option #2: Affirmation Circle (Group Activity)**

Instructions:

1. Form a circle. Each learner takes turns sitting in the "affirmation seat."
2. Classmates take turns saying one positive thing about that person (a strength, quality, or kind memory).
3. The person in the seat can only listen—no interrupting, denying, or deflecting.

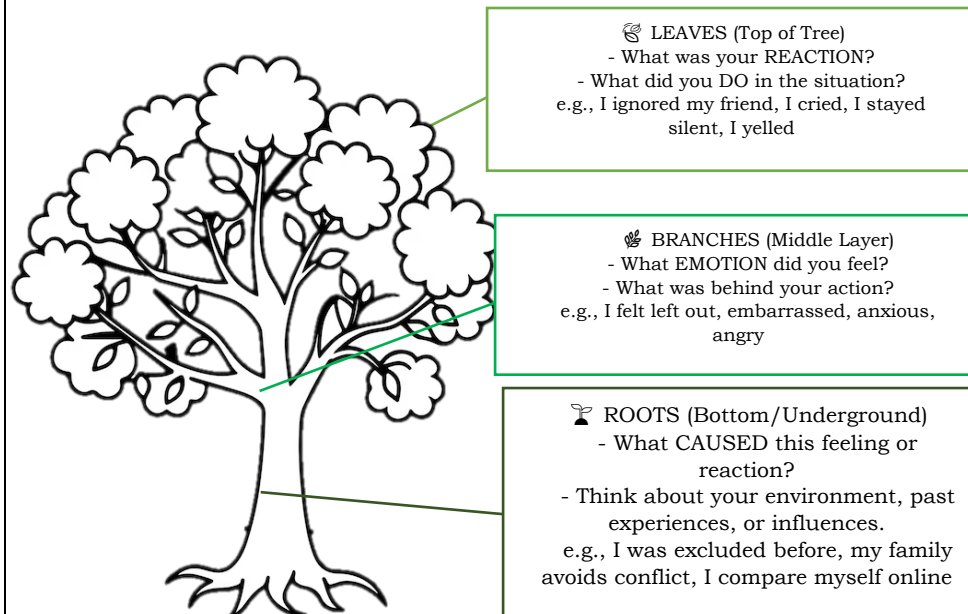
4. They write down 3 affirmations they heard to keep as reminders.

**NOTE: FOR EMOTION FACTORS ACTIVITIES**

**Option #1: Reaction Tree**

Instruction:

1. Distribute or display the tree visual, hand out printed copies or draw a large version on the board/projector to model it.
2. Think about this situation: Your best friend is moving away to another country.
  - a. Fill in the LEAVES: What they did in that situation
  - b. Fill in the BRANCHES: What emotion was behind that behavior
  - c. Fill in the ROOTS: What life factors might have caused that emotion?



After completing your tree, reflect on:

- Which reactions were helpful or unhelpful?

**Option #1: Reaction Tree**

Notes to teacher

1. Feel free to draw or provide a template of the tree or allow learners to create their own template.

Sample Script for the teacher:

Today we're going to explore one moment in your life when you reacted strongly—whether it was something big or small. Then we'll look beneath that reaction and try to understand what emotions and experiences might have shaped it. We're calling this 'The Reaction Tree'.

◇ SHS IDF Alignment:

- R (Relevant): Links internal states to real-world situations.
- 4Cs/4Is: Communication, Critical Thinking, Real-life Application.

Taking back control of our thoughts allows us to change how we feel, so that we can improve our mood. Becoming more aware of our self-critical or negative thoughts is the first step in building that self-awareness.

	<ul style="list-style-type: none"> <li>• What can you do next time to handle a similar situation with more self-awareness?</li> </ul> <p><b>Option #2: How long will it matter?</b> Instruction:</p> <p>1. Challenge the thought. You are worried that you will fail the Science Exam tomorrow, as it is very difficult. You believe that you will fail.</p> <ul style="list-style-type: none"> <li>• What is the percentage that this thought will come true? (Rate from 1 to 100 percent)</li> <li>• If this thought of failure came true, how bad would you feel after receiving your test paper (Rate from 1 to 100)</li> <li>• If this thought of failure came true, how bad would you feel after one week?(Rate from 1 to 100)</li> <li>• If this thought of failure came true, how bad would you feel after one month? (Rate from 1 to 100)</li> <li>• If this thought of failure came true, what would you feel after one year? (Rate from 1 to 100)</li> <li>• What would you be doing a year after you failed the test? Would you still remember it? Will the feeling be as bad as the moment that you have received the failed examination paper?</li> <li>• What insights have you gained about failure, knowing that the intensity of the feeling diminishes through time?</li> <li>• What can be done after failure?</li> </ul>	<p>This worksheet is designed to help you identify the positive in events and people, then make a habit out of doing so.</p> <p>Option #2: How long will it matter?</p> <p>NOTE: This exercise is grounded on de-escalation or de-catastrophizing and is easier to handle. SHS IDF Alignment:</p> <ul style="list-style-type: none"> <li>• R (Relevant): Promotes self-awareness and mental well-being, which are crucial for academic success, career readiness, and workplace adaptability.</li> <li>• 4Cs/4Is: Critical Thinking, Communication, Collaboration, Real-life Application.</li> </ul> <p>These activities support learners in developing a growth mindset, improving interpersonal relationships, and preparing for emotionally intelligent engagement in both college and future careers.</p>
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<p><b>B. Instituting New Knowledge</b></p>	<p>1. Presenting Examples</p> <p><b>NOTE: FOR SELF-ACCEPTANCE</b></p> <p><b>Option #1: Unlocking Content Vocabulary (SELF ACCEPTANCE)</b></p> <p>SELF ACCEPTANCE - involves embracing all aspects of oneself, including emotions, strengths, weaknesses, and mistakes. In decision-making, it enables individuals to make choices with confidence and clarity, free from the influence of negative emotions like self-doubt or fear of judgment. This can be a life long process for some. Some people can easily accept they are and some cannot. We all have different experiences and we cannot judge people who have difficulties in accepting who they are because of many reasons such as traumatic experiences, being constantly compared, and hearing negative feedback.</p> <p>By accepting themselves, people can evaluate situations more calmly, make thoughtful decisions aligned with their values, and respond to challenges without being overly influenced by external pressures or emotional reactions.</p> <p>Self-improvement focuses on making changes or developing new skills, while self-acceptance involves appreciating who you are in the present moment.</p> <p>You can always improve, but it's crucial to accept yourself as you are while working toward improvement.</p>	<p><i>All Options (Vocabulary Unlocking, Role-play, Comparison)</i></p> <p>◊ <i>SHS IDF Alignment:</i></p> <ul style="list-style-type: none"> <li>• <i>D (Design): Integrates cognitive and affective learning through real-life examples.</i></li> <li>• <i>R (Relevant): Enhances meaning through applied context.</i></li> <li>• <i>4Cs/4Is: Creativity, Contextualization, Inclusivity, Inquiry.</i></li> </ul>
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## 2. Discussing New Concept

### Discussion about Unhelpful Thinking Styles



### The Importance of Self-Acceptance

- Why Self-Acceptance Matters - It's the foundation of mental health and well-being. When we accept ourselves, we are less likely to fall into unhealthy comparisons or self-criticism.
- Growth mindset - Acceptance doesn't mean "staying the same"—it means recognizing that you are worthy of love, respect, and growth, no matter where you start.

Notes to teacher:

See this link for the concept and discussion.  
<https://balancedtx.com/blog/most-common-cognitive-distortions/>

## Key Points to Discuss

### EMOTIONS AND DECISION-MAKING

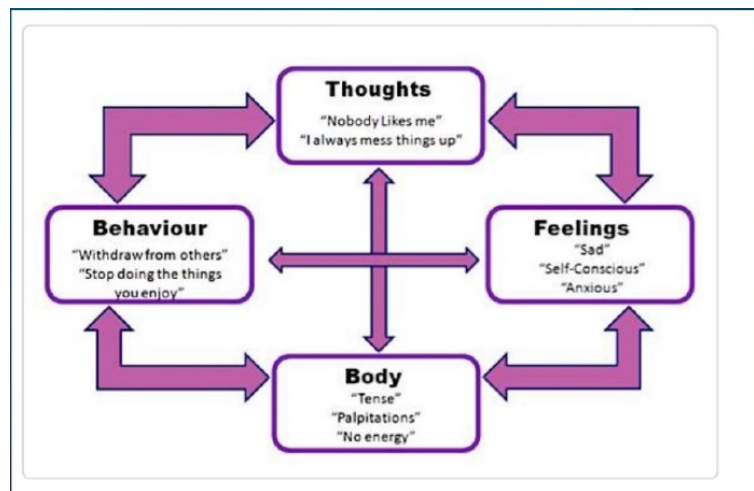
Emotions often drive immediate reactions. For example, feeling nervous before a presentation might cause someone to procrastinate or perform poorly.

On the other hand, feeling confident might lead to taking more risks and making better decisions.

Our environment plays a significant role in shaping our emotions and decisions. The home environment can influence our emotional well-being, while school environments can impact our academic behavior and performance.

Social media and peer pressure can alter how we respond to challenges.

### Guided Interaction:



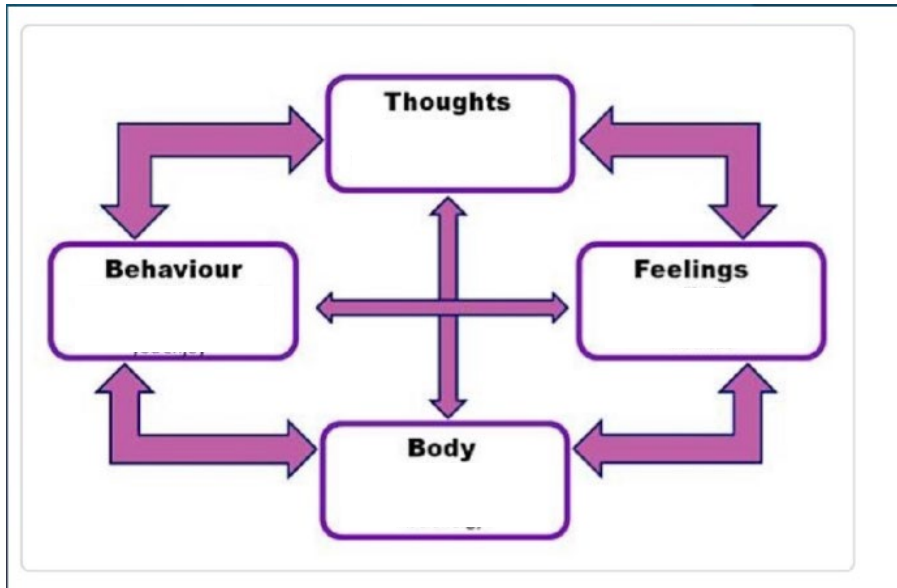
## All Options

### ◇ SHS IDF Alignment:

- *D (Design): Integrates cognitive and affective learning through real-life examples.*
- *R (Relevant): Enhances meaning through applied context.*
- *4Cs/4Is: Creativity, Contextualization, Inclusivity, Inquiry.*

	<p><b>Option #1: Interplay Of Thoughts Emotions, Behavior and Bodily Response</b></p> <p>Short Story: POWER PLAY</p> <p>During PE class, Jerrom was excited to play basketball, but as the game began, he felt a rush of nervousness. His teammates were counting on him, and the pressure to perform well in front of his classmates made his heart race. His emotions, filled with doubt and fear of making a mistake, made him hesitate every time he got the ball.</p> <p>The gym environment wasn't helping either. The loud noise from his peers cheering and the coach's instructions in the background only made him feel more anxious. He kept thinking, What if I mess up? What if they laugh at me?</p> <p>But then, Jerrom remembered something his coach had told him during practice: "Self-acceptance is key. It's okay to make mistakes. What matters is how you bounce back." Taking a deep breath, Alex decided to focus on playing his best, regardless of the pressure.</p> <p>As the game continued, he missed a few shots but quickly let go of his mistakes. The more he accepted his nerves and the environment around him, the better he played. By the end of the game, he wasn't just proud of his shots, but of how he handled his emotions and the loud, distracting gym environment.</p> <p>In the end, Jerrom realized that accepting himself, even with his nervousness, helped him make better decisions on the court and enjoy the game more.</p>	<p><i>AllOptions</i></p> <p>◊ <i>SHS IDF Alignment:</i></p> <ul style="list-style-type: none"> <li>• <i>D (Design): Integrates cognitive and affective learning through real-life examples.</i></li> <li>• <i>R (Relevant): Enhances meaning through applied context.</i></li> <li>• <i>4Cs/4Is: Creativity, Contextualization, Inclusivity, Inquiry.</i></li> </ul>
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Based from the example above, fill the box using the short story “Power Play”.



**Option #2: Feel, Think, Decide**

Guide Questions:

- How might feeling angry affect how you respond to a disagreement?
- How might feeling anxious affect your willingness to try something new?
- How might feeling happy affect your interactions with others?

◇ SHS IDF Alignment:

- R (Relevant & Reflective): Ties personal growth to environmental triggers.
- 4Cs/4Is: Communication, Creativity, Real-life Application.



## **WEEK 7 DAY 2**

### 3. Developing Mastery

#### **NOTE: FOR SELF ACCEPTANCE ACTIVITY**

#### **Option #1: I Am, I Can, I Will**

Instruction:

1. Distribute a Sheet of Paper

Have students fold it into three columns or simply draw three labeled sections:

- I Am – Write 3 positive words that describe who you are (e.g., kind, patient, creative).
- I Can – List 3 things you’re capable of doing or have done (e.g., I can help others, I can solve problems, I can express my feelings).
- I Will – Write 1–2 affirmations or goals (e.g., I will be kinder to myself, I will accept my mistakes, I will believe in my growth).

Reflection Questions (Verbal or Written):

- What did you discover about yourself while doing this?
- How can this help you accept who you are today?
- What’s one message you want to remind yourself of when you’re feeling unsure?

#### **Option #2: Celebrate Moves**

Instruction:

1. Set up stations with different movements (e.g., jumping jacks, balancing, throwing, dancing).
2. At each station, students complete the task their own way—no competition, just movement.
3. After rotating through, ask:
  - Which station made you feel strong or proud?
  - What did you learn about how your body moves?

Reflection prompt:

“I accept how my body moves because...”

**NOTE: FOR EMOTION ACTIVITIES**

**Option #1: Waves of Emotion, Winds of Decision**



Video Link: Disney-Pixar "PIPER" - Cute Motivational short movie  
<https://www.youtube.com/watch?v=WIPV1iwzrzg>

**Processing Questions:**

- What emotions did Piper experience at the beginning of the story? What caused those feelings?
- How did Piper's environment (the beach, waves, other birds) affect how it behaved and made decisions?
- What helped Piper overcome fear and try again?
- Have you ever faced a situation where you felt nervous or unsure, like Piper did, but ended up doing well or learning something valuable from the experience?

**Option #2: Thought Journal**

Unhelpful Thought	When it was experienced	Facts	Better Thought
Ex. Emotional reasoning: "My boyfriend not love me"	"My Boyfriend was studying for a quarterly test."	"My Boyfriend ignored text/chats."	"My Boyfriend wants to pass."

**Notes to teacher:**

The learners will watch a short, animated film called Piper. While watching, they will pay close attention to how the main character feels, reacts to the environment, and how these influence the character's decisions. After the video, they will answer reflection questions based on their observations.

◇ SHS IDF Alignment:

- D (Development): Encourages emotional regulation and awareness of influence.
- R (Relevant & Reflective): Ties personal growth to environmental triggers.
- 4Cs/4Is: Communication, Creativity, Real-life Application.

<p><b>C. Demonstrating Knowledge and Skills</b></p>	<p><b>WEEK 7 DAY 3</b></p> <p>1. Finding Practical Application</p> <p><b>Option #1: My Signature Strengths Artwork</b></p> <p>Instruction:</p> <p>1.Take the VIA Character Strengths Test  <a href="https://www.viacharacter.org/">https://www.viacharacter.org/</a></p> <p>2.Identify your top signature strengths.</p> <p>3. From your top strengths, create an artwork such as a song, a poem, a painting, or a collage.</p> <p>Processing Questions:</p> <ul style="list-style-type: none"> <li>• What are your signature strengths?</li> <li>• How are these signature strengths integrated in your artwork?</li> <li>• What does the artwork with the signature strengths mean to you?</li> </ul> <p><b>Option #2: Quotable Quotes</b></p> <p>Instruction</p> <p>1. Find quotes that inspire positive emotions and optimism.</p> <p>2. Choose quotes that you can turn to when you're feeling sad or discouraged—they should lift your spirits and remind you of your strength and worth."</p>	<p>Refer to this VIA Character Strengths Test  <a href="https://www.viacharacter.org/">https://www.viacharacter.org/</a></p>
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	<p>2. Making Generalization</p> <p><b>Option #1: Learners' Takeaways</b></p> <p>Complete the statements below:</p> <p>Today, I learned _____.</p> <p>My favorite part of the lesson is _____.</p> <p>I would like to learn more about _____.</p> <p><b>Option #2: Reflection on Learning</b></p> <p>After the lesson, the teacher will facilitate a reflection session where learners can share their thoughts and feelings about their experience/s.</p> <p>3. Evaluating Learning</p> <p><b>Option #1: Multiple Choice Questions</b></p> <p><b>Self-Acceptance &amp; Emotion and Environmental Factors Test</b></p> <p>Name: _____ Grade &amp; Section: _____</p> <p>Date: _____</p> <p>Choose the correct answer for each question.</p> <ol style="list-style-type: none"> <li>What does self-acceptance involve? <ol style="list-style-type: none"> <li>Focusing only on your strengths</li> <li>Embracing all aspects of yourself, including emotions, strengths, weaknesses, and mistakes</li> </ol> </li> </ol>	<p>Option #1: Learners' Takeaways &amp; Option #2: Reflection</p> <p>◇ SHS IDF Alignment:</p> <ul style="list-style-type: none"> <li>I/E (Implementation/Evaluation): Synthesizes learning and emotional reflection.</li> <li>R (Reflective): Supports growth mindset and personal ownership.</li> <li>4Cs/4Is: Character, Critical Thinking, Insight.</li> </ul> <p>Option #1: MCQ Test &amp; Option #2: Agree/Disagree</p> <p>◇ SHS IDF Alignment:</p> <ul style="list-style-type: none"> <li>E (Evaluation): Assesses understanding of concepts, real-world relevance.</li> <li>R (Relevant &amp; Reflective): Connects learning to real-life beliefs and behaviors.</li> <li>4Cs/4Is: Critical Thinking, Communication, Integration.</li> </ul>
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	<p>c) Ignoring weaknesses and mistakes d) Only making decisions based on external approval</p> <p>2. Which of the following is a key difference between self-improvement and self-acceptance?</p> <p>a) Self-improvement is about appreciating who you are right now, while self-acceptance is about changing yourself. b) Self-improvement is about making changes, while self-acceptance is about appreciating who you are in the present moment. c) Self-improvement means focusing on your weaknesses, while self-acceptance means focusing on your strengths. d) There is no difference between self-improvement and self-acceptance.</p> <p>3. Which of these is an example of an emotional factor?</p> <p>a) Your home environment b) The presence of your friends c) Feeling nervous before a basketball game d) The noise level in your classroom</p> <p>4. Your Friend is running for honors struggling for a 2 point failure. She believes that she will no longer be in the honor roll because of this two point failure even if she has had seven out of eight quizzes that had perfect scores. As a good friend, what would you tell her?</p> <p>a.) You are doomed for life! b.) Look at the good scores that you had and average your quiz grade. Check if you will still be in the honor roll c.) Make an appeal to teacher for a re-test d.) Demand teacher to change your score</p> <p>5. Which of the following best represents the impact of emotion on decision-making?</p> <p>a) Emotions have no impact on decisions. b) Strong emotions like anger and fear can affect how we react or make decisions, such as procrastinating or performing poorly. c) Emotions always help us make better decisions. d) Emotions only affect physical reactions, not decisions.</p>	<p><b>Answer Key:</b></p> <p>1. <b>b</b> - Embracing all aspects of yourself, including emotions, strengths, weaknesses, and mistakes 2. <b>b</b> - Self-improvement is about making changes, while self-acceptance is about appreciating who you are in the present moment 3. <b>c</b> - Feeling nervous before a basketball game 4. <b>b</b> - TLook at the good scores that you had and average your quiz grade. Check if you will still be in the honor roll 5. <b>b</b> - Strong emotions like anger and fear can affect how we react or make decisions, such as procrastinating or performing poorly 6. <b>b</b> - Accepted his emotions, took a deep breath, and focused on playing his best 7. <b>b</b> - Social dynamics and academic pressures in school can shape your reactions and decisions 8. <b>b</b> - Support from friends and family 9. <b>b</b> - Social media can influence self-esteem, opinions, and choices, often through comparison or trends 10. <b>b</b> - It helps you accept others more fully and build stronger, more genuine relationships</p>
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6. In Jerrom's story, what did he do to handle his nervousness during the basketball game?
- a) Ignored his feelings and tried to act confident.
  - b) Accepted his emotions, took a deep breath, and focused on playing his best.
  - c) Gave up after missing a few shots.
  - d) Focused only on the outcome and not the process.
7. How does the environment at school influence your behavior and decisions?
- a) It doesn't affect your behavior at all.
  - b) Social dynamics and academic pressures in school can shape your reactions and decisions.
  - c) The school environment only influences physical actions, not thoughts.
  - d) Environment at school only affects emotional well-being, not decision-making.
8. Which of these is an example of a protective factor?
- a) Peer pressure
  - b) Support from friends and family
  - c) Feeling anxious about a test
  - d) Negative self-talk
9. What role does social media play in shaping one's emotions and decisions?
- a) Social media has no effect on emotions or decisions.
  - b) Social media can influence self-esteem, opinions, and choices, often through comparison or trends.
  - c) Social media always improves one's sense of self.
  - d) Social media only affects people's physical health.
10. Why is self-acceptance important in building healthy relationships?
- a) It allows you to focus only on your strengths.
  - b) It helps you accept others more fully and build stronger, more genuine relationships.
  - c) It prevents you from making mistakes.
  - d) It helps you avoid dealing with challenges or negative emotions.

**Option #2: True or False**  
◇ SHS IDF Alignment:

**Option #2: True or False**

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

Grade &amp; Section: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:**

Read each statement carefully. For each statement, decide whether you agree or disagree based on your understanding of the concepts. Mark "Agree" if you believe the statement is true or applicable to you. Mark "Disagree" if you believe the statement is false or not applicable to you. After completing the test, check the answers to reflect on your understanding of self-acceptance, emotions, and environmental factors.

1. Self-acceptance means embracing all aspects of yourself, including your mistakes and weaknesses.
  - True
  - False
2. Emotions always have a negative effect on our decision-making.
  - True
  - False
3. Self-improvement is more important than self-acceptance for personal growth.
  - True
  - False
4. Your environment, like your friends or family, can influence your emotions and decisions.
  - True
  - False
5. Accepting yourself as you are right now can lead to a healthier mindset and better relationships with others.
  - True
  - False
6. Social media has no effect on how we feel about ourselves or make decisions.
  - True
  - False

- E (Evaluation): Assesses understanding of concepts, real-world relevance.
- R (Relevant & Reflective): Connects learning to real-life beliefs and behaviors.
- 4Cs/4Is: Critical Thinking, Communication, Integration

**Answer Key:**

1. **True** – Self-acceptance involves embracing all parts of yourself, including your weaknesses and mistakes.
2. **False** – Emotions can have both positive and negative effects on decisions, depending on the situation.
3. **False** – Self-acceptance is just as important as self-improvement for personal growth. Both play essential roles in our well-being.
4. **True** – Our environment can significantly influence how we feel and make decisions, whether it's family, peers, or social media.
5. **True** – Self-acceptance is linked to a healthier mindset, leading to better relationships with others.
6. **True** – Social media can have a significant impact on our emotions, self-esteem, and decision-making, often influencing our thoughts and behaviors.

	<p>7. It's easier to make decisions when you are aware of your emotions and how they affect your choices.</p> <ul style="list-style-type: none"> <li>• True</li> <li>• False</li> </ul> <p>8. Feeling nervous or anxious before an event, like a presentation, can negatively influence your performance.</p> <ul style="list-style-type: none"> <li>• True</li> <li>• False</li> </ul> <p>9. When you accept yourself, it's easier to accept others and build better relationships.</p> <ul style="list-style-type: none"> <li>• True</li> <li>• False</li> </ul> <p>10. Emotions, such as fear or anger, never have a positive influence on decision-making.</p> <ul style="list-style-type: none"> <li>• True</li> <li>• False</li> </ul>	<p>7. <b>True</b> – Being aware of your emotions helps you make more thoughtful and informed decisions.</p> <p>8. <b>True</b> – Feeling nervous can impair decision-making or performance, but awareness and self-acceptance can help manage those emotions.</p> <p>9. <b>True</b> – When you accept yourself, you are more likely to accept others and build genuine connections.</p> <p>10. <b>True</b> – Some emotions, like fear or anger, can motivate action and lead to positive decision-making if managed appropriately.</p>
<p><b>V. ASSESSMENT</b> (Assessing Learnings)</p>	<p><b>WEEK 7 DAY 4</b></p> <p><b>Option #1: Navigating Life</b></p> <p>Instructions</p> <ol style="list-style-type: none"> <li>1. Write a short reflection on your experiences in life in 1 to 2 pages of text.</li> <li>2. Identify challenges that you have overcome.</li> <li>3. Identify significant people who have served as your support.</li> <li>4. Identify your achievements</li> <li>5. Describe how your experiences and achievements will help you plan for your future career.</li> </ol> <p>Questions to Guide Reflection:</p> <ul style="list-style-type: none"> <li>• What are some successes you have experienced as an adolescent?</li> <li>• How did these successes influence you today?</li> <li>• How would you describe your sense of self today compared to your adolescent years?</li> <li>• What strategies will you implement to further improve yourself?</li> </ul>	



	<p><b>Option #2: My Quarterly Portfolio Assessment: A Reflection of Your Journey Portfolio Creation</b></p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Collect all completed activities from the quarter. This includes assignments, projects, reflections, notes, and any other work you've done related to the course.</li> <li>2. Organize your work in a way that is easy to follow. You may divide the portfolio into sections based on themes, topics, or types of activities.</li> <li>3. For each activity, write a brief reflection (1-2 paragraphs) explaining: <ul style="list-style-type: none"> <li>• What you learned from the activity.</li> <li>• How the activity helped you develop your skills or understanding of the subject.</li> <li>• Any personal insights or challenges you faced while completing the task.</li> </ul> </li> <li>4. Portfolio Format</li> <li>5. Your portfolio can be presented in either digital or physical form. <ul style="list-style-type: none"> <li>• Digital Portfolio: Use a platform like Google Slides, Google Docs, or any other digital format that allows you to easily compile and organize your work.</li> <li>• Physical Portfolio: Use a binder or folder to organize your printed activities and written reflections.</li> </ul> </li> </ol>
<p><b>VI. REFLECTION</b></p> <p><i>(Feedback and Continuous Improvement)</i></p>	<p><b>Option #1: Glow and Grow Feedback</b></p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Explain the Terms: <ul style="list-style-type: none"> <li>• Glow = Something that the person did well</li> <li>• Grow = Something they can improve next time</li> </ul> </li> <li>2. Distribute “Glow &amp; Grow” Slips or draw two columns on a piece of paper: <ul style="list-style-type: none"> <li>• Left column: ✦ Glow: What I liked or admired...</li> <li>• Right column: 🌱 Grow: A helpful suggestion or area to improve...</li> </ul> </li> <li>3. Peer Feedback: <p>After a project, drawing, presentation, or group activity, students exchange feedback using the format. They can give feedback to a partner or small group.</p> </li> </ol> <p><b>Option #2: Student - Teacher Feedback Form</b></p> <p>Date: _____</p> <p>Subject/Topic: _____</p> <p>Teacher: _____</p>

	<p>What did you enjoy most in today's lesson?</p> <p>Was the lesson easy to understand? <input type="checkbox"/> Yes   <input type="checkbox"/> Somewhat   <input type="checkbox"/> No</p> <p>What part of the lesson was unclear or difficult?</p> <p>Do you feel comfortable asking questions in class? <input type="checkbox"/> Yes   <input type="checkbox"/> Sometimes   <input type="checkbox"/> No</p> <p>Any suggestions to make the lesson better?</p> <p>Thank you for your feedback!</p>
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