

Lesson Exemplar in Life and Career Skills

Quarter 1

LESSON

8

Lesson Exemplar for General Mathematics
Quarter 1: Unit 1

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LESSON EXEMPLAR

Learning Area	Life and Career Skills	Grade Level	11
Semester	1 st	Quarter	1

I. OBJECTIVES *(Identifying the Goals)*

Content Standard	<p><i>This section presents the key understandings that connect essential concepts within the unit. It summarizes the big ideas that learners should retain long after the lesson, offering insights that help bridge topics and subjects while providing a coherent framework for understanding complex ideas. These understandings also promote curiosity, critical thinking, and deeper inquiry.</i></p> <p>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.</p>
Performance Standard	<p><i>This section outlines the goal of ensuring that learners can apply their knowledge to real-life situations. It defines how students transfer their learning to various contexts beyond the classroom. Learners will demonstrate this through performance tasks that involve authentic, novel, and challenging scenarios related to the unit. Success in these tasks requires the thoughtful application of knowledge, skills, and attitudes.</i></p> <p>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.</p>
Learning Competencies	<div> <div> Prior to lesson objectives have a description of the assumed prior knowledge and skills that learners have acquired in the previous grade level, which are essential for their successful engagement with the current lesson. These assumptions can also serve as a basis for designing diagnostic assessments. </div> </div> <p>Reflect on one's experiences that support self-awareness, self-acceptance, and self-regulation</p> <p><i>This section outlines the targeted skills that learners must develop to meet the Content and Performance Standards. These specific skills and understandings serve as the foundation for designing instructional activities. Bloom's Taxonomy can be used to determine the appropriate cognitive level such as remembering, understanding, applying, analyzing, evaluating, or creating that learners should achieve when processing and applying new information. This</i></p>

	approach ensures that learning objectives are clearly defined and suitably challenging, effectively guiding the design of both lessons and assessments.
II. REFERENCES and MATERIALS <i>(Selecting Resources and Material)</i>	<p>This section involves the selection of high-quality, contextualized, and technology-enhanced learning materials that align with the instructional objectives. Chosen resources should be inclusive, accessible, and responsive to the diverse needs of learners, aiming to enhance engagement, support differentiated instruction, and foster meaningful skill development.</p> <ul style="list-style-type: none"> • Twinkl. "What Can I Do When I Feel T?" Accessed May 11, 2025. https://www.twinkl.com.ph/resource/what-can-i-do-when-i-feel-t-par-1713431638. • Fritscher, Lisa. "How You Can Practice Self-Regulation." Verywell Mind. Last modified August 29, 2022. https://www.verywellmind.com/how-you-can-practice-self-regulation-4163536. • Decision Dice: A Creative Tool for Choice-Making and Decisions." Amazon. Accessed May 11, 2025. https://www.amazon.co.uk/Decision-Dice-Creative-Choice-Making-Decisions/dp/B0DK7J43D3. • Settle, Keala. "This Is Me (from The Greatest Showman)." YouTube video, 3:54. December 20, 2017. https://www.youtube.com/watch?v=CjxugyZCfuw. • Bessick, Paige. "Compliment Circles: Creating Kind and Connected Classrooms." Paige Bessick. Accessed May 11, 2025. https://paigebessick.com/compliment-circles-creating-kind/.
<i>(These shall be accomplished per topic)</i>	
III. CONTENT <i>(Sequencing Content)</i>	<p>This section outlines the lesson or topic that learners need to learn to independently attain the Content Standard and achieve the Performance Standard</p> <p>OPTION 1 - ACHIEVING LIFE BALANCE WITH SELF-REGULATION</p> <p>OPTION 2 - MANAGING EMOTIONS THROUGH SELF-REGULATION</p>
IV. OBJECTIVES <i>(Setting Clear Objectives and Analyzing the Tasks)</i>	<p>This section outlines the unpacked learning competencies. These are the knowledge, skills, attitude that the learners will gain after instructions.</p> <ol style="list-style-type: none"> 1. define self-regulation. 2. reflect on their own experiences to identify strategies that support self-regulation. 3. develop a personal journal / action plan to enhance their self-regulation skills. 4. Implement the strategies outlined in the action plan to improve self-regulation skills. 5. Assess the impact of different techniques and strategies on enhancing self-regulation skills.
IV. PROCEDURES	ANNOTATION

<p><i>(Selecting Strategies, Making Meaningful Content, Delivering Lesson and Assessing Learning)</i></p> <p>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.</p> <p>(Each part shall have 2-3 varied activities)</p>	<p><i>*Instruction to the teacher on how to facilitate the activities.</i></p> <p><i>*In the Annotation, explicitly explain how the IDF is applied in each part of the lesson</i></p>
<p>A. Activating Prior Knowledge</p>	<p>1. Activating Prior Knowledge</p> <p><i>This involves activities in which the learners can recall or connect what they already know that is relevant to the new lesson. It serves as a cognitive bridge between previous learning and new concepts. This can be done through questioning, short activities, visual prompts, or discussions.</i></p> <p>OPTION 1</p> <p>ACTIVITY 1. Compliment Circle</p> <p>STEPS:</p> <p>FORM A CIRCLE: Have <u>learners it</u> in a circle.</p> <p>SHARE COMPLIMENTS: Each <u>learner</u> takes turns giving a compliment to the person on their right. Encourage specific and genuine compliments.</p> <p>REFLECT: After everyone has received a compliment, discuss how it felt to give and receive positive feedback.</p>

The teacher will choose an activity that aligns with the learners' environment and their ability to understand and participate effectively. These activities may be done in groups to encourage collaboration.

It is important for the teacher to create a safe and supportive space—one that is inclusive and free from judgment—so that the learners may feel comfortable expressing themselves during the activity.

Compliment Circle Expectations

1. Speak loudly.
2. Say their name.
3. Look them in the eye.
4. Be respectful.
5. Be sincere.
6. Say "Thank you!"



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Compliment Circle Starters

- I think you...
- You are...
- I like how you...
- I like the way you...
- Thank you for...
- You are good at...
- You were a good friend when...
- It was nice of you to...
- Good job showing...
- You worked really hard at...



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OPTION 2

ACTIVITY 2: Pass the Praise Activity

OBJECTIVE:

- To encourage students to recognize and appreciate positive traits or actions in their peers, promoting kindness, self-awareness, and a supportive classroom culture.

MATERIALS NEEDED:

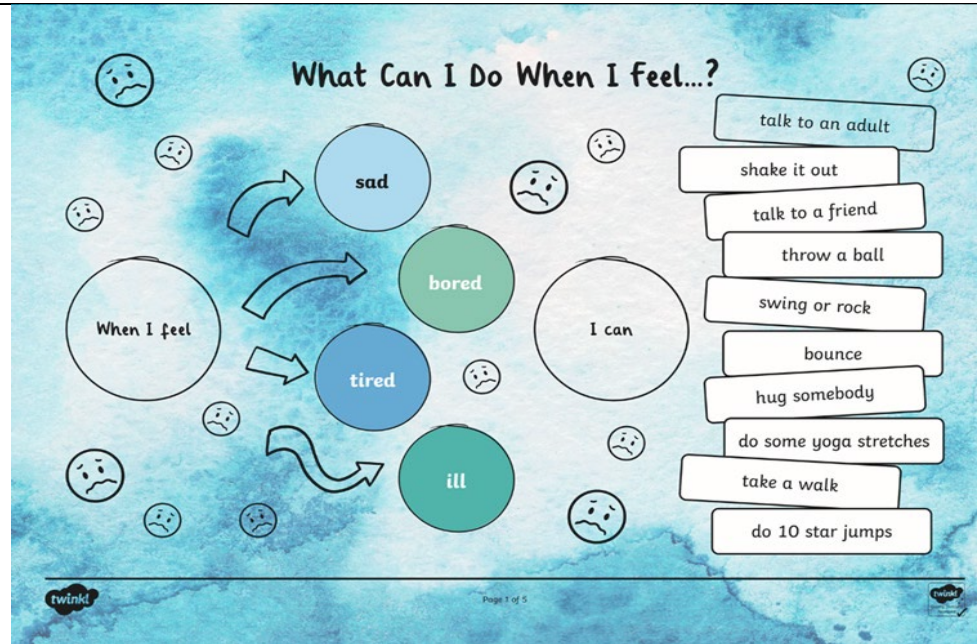
- A soft ball or small object to pass around (optional)
- A timer (optional)
- A talking stick or item to indicate who is speaking (optional)

STEPS:

- Introduction (2–3 minutes):
- Briefly explain the purpose of the activity:
- "Today, we're going to practice giving praise to others. This helps us build a positive classroom and recognize the good in each other."

	<p>FORM A CIRCLE: Have students sit or stand in a circle so everyone can see each other.</p> <p>MODEL THE ACTIVITY: Start by giving praise to a student. For example: “I want to praise Alex for always helping others without being asked.” Then pass the ball or simply call on the next person.</p> <p>PASS THE PRAISE: The student who receives praise then gives praise to someone else in the circle (not the person who just praised them). Continue until everyone has received and given praise.</p> <p>ENCOURAGE SPECIFICITY: Remind students to be specific and sincere. Instead of “You’re nice,” they can say, “I appreciate how you shared your materials with me yesterday.”</p> <p>WRAP-UP REFLECTION (3–5 MINUTES): ASK A FEW REFLECTIVE QUESTIONS:</p> <p>“How did it feel to receive praise?” “How did it feel to give praise?” “Why is it important to recognize the good in others?”</p> <p>OPTION 3 ACTIVITY 3: THIS IS ME MATERIAL: speaker, TV, Music Video of the song THIS IS ME in the greatest showman. https://www.youtube.com/watch?v=CjxugyZCfuw&list=RDCjxugyZCfuw&start_radio=1</p> <p>HOW TO USE THESE IN CLASS OR GROUP SETTINGS:</p> <ul style="list-style-type: none"> ● LYRIC ANALYSIS: Discuss how the lyrics promote self-acceptance. ● REFLECTION JOURNALS: Ask <u>learners</u> to write about a time they felt proud of who they are. 	<p><i>The teacher will choose one activity from the two options. After the chosen activity is completed by the learners, they will answer the processing questions. Learners may first respond individually during the discussion, and afterward, the teacher may ask selected students to share their answers how they can deal with different emotions in the activity.</i></p>
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	<ul style="list-style-type: none"> ● CREATIVE EXPRESSION: Let <u>learners</u> create art or poetry inspired by a song. <p>FOR LYRIC ANALYSIS</p> <ul style="list-style-type: none"> ● What lines in the song stood out to you the most? Why? ● How does the song make you feel about your own identity? ● Can you think of a time when you had to accept something about yourself that others didn't understand? <p>2. Establishing the Purpose of the Lesson</p> <p><i>This part the learners will know the learning goals, relevance, and real-life applications of the lesson. It sets expectations and provides motivation by answering the question: "Why are we learning this?"</i></p> <p>After the activity, you realized that self-acceptance fosters an internal sense of worth, reducing the need for constant external validation or approval from others.</p> <p>Now let us proceed to our next activity!</p> <p>OPTION 1</p> <p>ACTIVITY 4: What Can I do When I feel...</p> <p>The teacher will guide the learners on how to deal with different emotions with 'What Can I Do When I Feel...?'this activity is a great way to help the learners learn to self-regulate in a safe and supported way.</p>	
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Processing questions:

- How did this activity increase your awareness of your emotional responses?
- What did you learn about yourself and your typical reactions to different emotions?

OPTION 2

As a learner/student, you may face a variety of challenges during adolescence, such as personal, academic, career, vocational, and

digital issues. These challenges can emerge unexpectedly, so to help you be ready to handle them, let's concentrate on our topic for today.

The teacher will have one of the learners read the short story and then answer the processing question.

ACTIVITY 5: Short Story

Maya was a bright student, always among the top of her class. However, she was also feeling the pressure to fit in with the popular kids. They often skipped class, promising a good time and a chance to ditch the boring stuff (forget the boring stuff). Maya hesitated, intrigued by the prospect of joining them, but also worried about the consequences. If she missed class, she could lose her good academic standing.

One day, the popular group offered Maya an opportunity for a weekend adventure. She pictured the fun and excitement, the feeling of being accepted, but also the knowledge that she was against her own goals of being an honor student as she would not study for this exam. Maya knew that she couldn't make the wrong decision.

Process question:

1. If you were in Maya's shoes, what decision would you make in this situation?
2. What can Maya learn from this experience about balancing social life and academic responsibilities?
3. What factors should be taken into account when making a decision?
4. How can Maya embrace self-acceptance and stay true to her own goals and values while dealing with the pressure to fit in with the popular students?

<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p><i>This step involves showing a relatable, concrete, or real-life example that illustrates the new concept. Examples can be visual, situational, or experiential and are used to spark interest and provide context.</i></p> <p>Now that you already know how to deal with different emotions <u>with the ‘What Can I Do When I Feel...? Activity</u>, let us try how are you going to deal with following situations that you may encounter.</p> <p>OPTION 1</p> <p>ACTIVITY 6 – FORMATIVE TEST</p> <p>1. Personal and Social</p> <p>You <u>noticed</u> that you often get frustrated when your friends don't respond to your messages immediately. How can you manage this frustration?</p> <ul style="list-style-type: none"> A. Send multiple follow-up messages until <u>they</u> respond. B. Reflect on why you feel frustrated and find a healthy way to cope, like taking deep breaths or engaging in a hobby. C. Stop messaging your friends altogether. D. Confront your friends about their lack of response. <p>2. Academic:</p> <p>You have a big project due in a week, but you also have a lot of other homework. How can you effectively manage your time?</p> <ul style="list-style-type: none"> A. Work on the project the night before it's due. B. Create a schedule that breaks down the project into smaller tasks and balances it with your other homework. C. Focus only on the project and ignore other homework. D. Ask for an extension on the project deadline. <p>3. Career and Vocational:</p> <p>You have a part time job while attending school, and you feel overwhelmed by your responsibilities. What should you do to manage your workload?</p> <ul style="list-style-type: none"> A. Quit your job to focus solely on school. 	<p><i>The teacher will select one activity from the two available options. <u>Learners</u> will first respond individually during the session. Afterward, the teacher may invite selected <u>learners</u> to share how they managed their emotions in response to the situations presented in the activity</i></p> <p><i>This activity is a scenario-based multiple-choice formative assessment designed to help students practice decision-making and self-regulation in real-life situations. It supports contextual learning by encouraging learners to apply problem-solving skills in familiar and meaningful scenarios.</i></p>
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	<p>B. Prioritize your tasks and create a balanced schedule that allows time for both work and study.</p> <p>C. Ignore your schoolwork and focus on your job.</p> <p>D. Complain to your employer about your workload.</p> <p>4. Digital:</p> <p>You find yourself spending too much time on social media, which affects your productivity. How can you regulate your screen time?</p> <p>A. Delete all your social media accounts.</p> <p>B. Set specific time limits for social media use and stick to them.</p> <p>C. Continue using social media as usual and hope your productivity improves.</p> <p>D. Use social media only during breaks.</p> <p>OPTION 2</p> <p>ACTIVITY 7</p> <p>Emotion Charades</p> <p>Steps:</p> <ol style="list-style-type: none">1. Create Emotion Cards: Write different emotions on cards (e.g., happy, sad, frustrated).2. Play Charades: Have students take turns acting out the emotions while others guess. Discuss how to recognize and manage these emotions.3. Reflect: Reflect on how understanding and recognizing emotions can help with self-regulation. <p>2. Discussing New Concept</p> <p><i>This is the explicit teaching or guided exploration of the lesson's key ideas. It includes defining terms, explaining relationships, using models or analogies, and encouraging learner interaction.</i></p> <p>OPTION 1 – DISCUSSION</p>	<p><i>The teacher will select one activity from two available options. After completing the chosen activity, students will respond to a set of processing questions. They may begin by answering individually during the discussion, after which the teacher may invite a few students to share their responses with the class.</i></p> <p><i>For the second option, the teacher will provide a visual mapping tool (such as a mind map or concept map). <u>Students</u> will use this framework</i></p>
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	<p>The ability to control one's thoughts, feelings, and behavior in order to achieve long-term goals is known as self-regulation. Emotional self-regulation specifically entails thinking before acting and managing erratic emotions and impulses.</p> <p>The capacity to bounce back from failures and behave in accordance with your principles is another aspect of self-regulation. A vital component of emotional intelligence is this.</p> <p>The development of self-regulation, its important effects, typical obstacles, and methods for enhancing self-regulation abilities are all covered in this session.</p> <p>The Development of Self-Regulation</p> <p>Your early experiences have a significant impact on your ability to control yourself as an adult. Children-must learn to self-regulate in order to develop emotional maturity and, eventually, to build social relationships.</p> <p>A toddler who throws tantrums should ideally grow up to be a child who can handle uncomfortable emotions without losing control of them and eventually grow up to be an adult who can restrain impulses brought on by those emotions.</p> <p>Maturity essentially entails having the tolerance and consideration to deal with emotional, social, and cognitive difficulties. The tight relationship between this idea and mindfulness is not coincidental; in fact, self-regulation is greatly influenced by mindfulness.</p> <p>Qualities of Self-Regulators</p> <p>Generally, individuals who excel at self-regulation are able to:</p> <ul style="list-style-type: none"> • Act in alignment with their values • Calm themselves when feeling upset • Does self-soothing activities when feeling down • Maintain open and honest communication in a diplomatic way 	<p><i>to organize key information about self-regulation, including its definition, development, qualities of self-regulated individuals, challenges, and strategies for improvement. They will write down the essential ideas they have researched or discussed.</i></p> <p><i>After completing the visual map, the teacher will guide the class in answering the processing questions.</i></p> <p><i>This activity is a form of interactive learning, where students exchange ideas, opinions, and information about a specific topic. It promotes critical thinking, active listening, and a deeper understanding of the concept of self-regulation.</i></p>
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- Persevere through challenging times
- Give their best effort in all endeavors
- Stay flexible and adapt to changing situations
- Recognize the positive qualities in others
- Keep their intentions clear and focused
- Seek helps when needed
- View challenges as opportunities for growth

Self-Regulation Tips

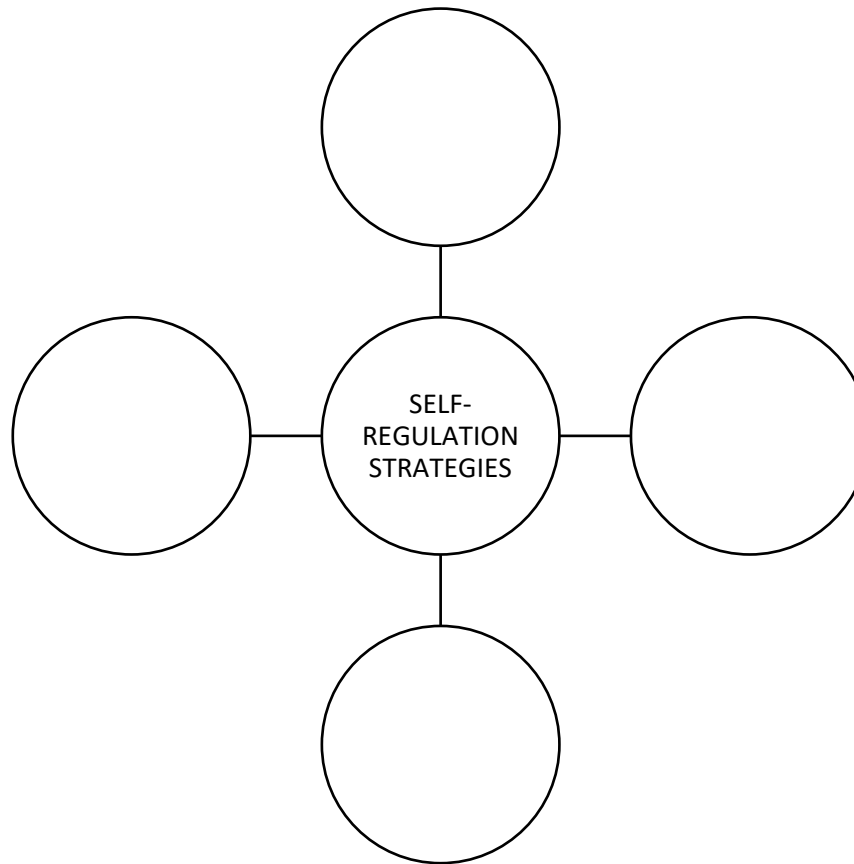
- Recognize that in every situation you have three options: approach, avoidance, and attack. While it may feel as though your choice of behavior is out of your control, it's not. Your feelings may sway you more toward one path, but you are more than those feelings.
- Become aware of your emotions. Do you feel like running away from a difficult situation? Do you feel like hitting the person who hurt you?
- Monitor your body to get clues about how you are feeling if it is not immediately obvious to you. For example, a rapidly increasing heart rate may be a sign that you are entering a state of rage or even experiencing a panic attack.

OPTION 2

ACTIVITY 8

Visual Mapping (Mind Map or Concept Map)

Visual mapping supports self-regulation by helping learners set clear goals, plan strategically, monitor progress, reflect on outcomes, stay motivated, and develop independent, self-directed learning habits. Concept map (visual mind map) of self-regulation strategies are (examples: you can sing, dance, play basketball, etc):



SELF-REFLECTION QUESTIONS

- In your own words, what does self- regulation mean to you?
- Can you describe a time when you had to control your emotions or behavior? What did you do?
- How do you usually respond when you feel overwhelmed or frustrated?

The teacher will select one activity from two options, which may be completed in groups to promote collaboration and teamwork. After the

	<ul style="list-style-type: none"> • What strategies help you calm down or refocus when you're upset or distracted? <p>3. Developing Mastery</p> <p><i>In this part learners will engage in guided and independent practice activities to reinforce the concept. This may include drills, problem-solving, application tasks, or peer collaboration. This is the explicit teaching or guided exploration of the lesson's key ideas. It includes defining terms, explaining relationships, using models or analogies, and encouraging learner interaction.</i></p> <p><i>*this pertains to formative assessment</i></p> <p>OPTION 1</p> <p>ACTIVITY 9</p> <p>Self-Regulation Activity</p> <p>The class will be divided into five groups, each group will be given sample questions on how to manage some challenging situations on personal and social, academics, career and vocational and digital concerns. The teacher will allow students the freedom to choose their presentation method, utilizing differentiated instructions such as singing, spoken poetry, dramatization, and more.</p> <p>Group 1 - How do you manage your own emotions, thoughts, behaviors, and well-being? (e.g., managing stress, sticking to healthy habits, controlling impulses related to personal desires).</p> <p>Example: Behavior- Sticking to Healthy Habits</p> <ul style="list-style-type: none"> - Maintain a balanced diet by eating nutritious meals regularly. - Ensure you get enough sleep each night to stay refreshed and alert. - Incorporate regular exercise into your routine to boost physical and mental health. 	<p><i>activity, learners will reflect on their personal experiences to identify effective strategies for self-regulation.</i></p> <p><i>This activity focuses on helping students manage real-life challenges related to personal and social situations, academics, career and vocational paths, and digital concerns. To support diverse learning styles, learners will be given the freedom to choose how they present their insights—through singing, spoken poetry, dramatization, or other creative formats, following the principles of differentiated instruction.</i></p> <p><i>The activity is both relevant and responsive, as it addresses practical, everyday situations. It also includes a discussion and decision-making activity centered on the concept of self-regulation, defined as the ability to control one's thoughts, emotions, and behaviors to achieve long-term goals.</i></p>
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Group 2 - How do you manage your interactions and relationships with others?(e.g., resolving conflicts constructively, managing your reactions in social situations, practicing empathy and active listening).

Example: Managing Reactions in Social Situations:

- Pause Before Reacting: Take a moment to think before responding, especially in heated situations.
- Stay Positive: Focus on positive aspects and avoid negative or defensive reactions.
- Set Boundaries: Clearly communicate your limits and respect others' boundaries.

Group 3 - How do you manage your learning process and responsibilities? (e.g., staying focused during study, managing time effectively for assignments, persevering through challenging material).

Example: Staying Focused During Study

- Create a Study Environment: Find a quiet, well-lit space free from distractions to help you concentrate.
- Use Study Techniques: Implement methods like the Pomodoro Technique, where you study for 25 minutes and then take a 5-minute break.
- Set Clear Goals: Define what you want to achieve in each study session to stay on track.
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Group 4 - How do you manage your behaviors and responsibilities related to work, career exploration, or vocational pursuits? (e.g., maintaining focus on tasks, managing workload, adapting to workplace changes, pursuing professional development).

Example: Adapting to Workplace Changes in the Future

- Stay Flexible: Be open to new ideas and willing to adjust your approach as needed.

- Communicate Effectively: Keep open lines of communication with colleagues and supervisors to stay informed about changes and expectations.
- Seek Feedback: Regularly ask for feedback to understand how you can improve and adapt to new situations.

Group – 5 How do you manage your engagement with technology and the online world? (e.g., managing screen time, practicing responsible online communication, protecting personal information, staying focused on tasks despite digital distractions).

Example: Managing Screen Time and Practicing good digital citizenship

- Set Limits: Use cellphone reminders and settings to set daily screen time limits for social media, games, and other non-essential activities.
- Schedule Tech-Free Times: Designate certain times of the day, such as during meals or before bed, to be free from screens.
- Engage in Offline Activities: Balance screen time with offline hobbies like reading, exercising, or spending time with family and friends. Create a time schedule for this.

OPTION 2

ACTIVITY 10

Decision-Making Dice Activity



🎯 OBJECTIVE:

To help the learners manage their reactions and make thoughtful choices using self-regulation strategies.

	<p>MATERIALS NEEDED:</p> <ul style="list-style-type: none"> • Blank cube template (or large foam dice or improvised dice) • Markers or pens • Paper or worksheet for reflection <p>STEPS:</p> <p>Step 1: INTRODUCE THE CONCEPT</p> <ul style="list-style-type: none"> • Begin with a short discussion: “Sometimes we face situations where we feel overwhelmed, angry, or unsure. What can we do to stay calm and make good choices?” • Introduce the idea of using a Decision-Making Dice to help choose a self-regulation strategy. <p>Step 2: CREATE AND ROLL THE DICE</p> <p>Give each <u>student</u> or group a blank cube template (or use a pre-made foam dice).</p> <p>On each side, choose & write a different self-regulation strategy, such as:</p> <ol style="list-style-type: none"> 1. Pause and take 3 deep breaths 2. Ask for help 3. Take a short walk or break 4. Count to 10 slowly 5. Use positive words of encouragement (e.g., “I can handle this. I will finish the project.”) 6. Coping thoughts (This, too will pass. Only a few more months until senior high ends.) 7. Write down how you feel 8. Reward yourself with a snack. 9. Reward yourself with a one-hour show to watch. 10. Stroll in the park <p>Step 3: PRACTICE WITH SCENARIOS</p> <ul style="list-style-type: none"> • Present <u>students</u> with real-life scenarios (e.g., “You forgot your homework,” “A friend said something hurtful,” “You’re nervous before a test”). • Have them roll the dice and act out or describe how they would use the strategy that comes up. 	
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	<p>Step 4: REFLECT After each round, ask:</p> <ul style="list-style-type: none"> • “How would that strategy help in this situation?” • “Have you used this strategy before?” • “Which strategy do you think works best for you?” <p>Step 5: KEEP IT HANDY</p> <ul style="list-style-type: none"> • Encourage <u>students</u> to keep their dice in their desk or backpack. • Remind them they can use it anytime they feel stuck or overwhelmed. 	
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application <i>In this stage learners apply what they have learned to real-life or simulated scenarios, problems, or tasks. This involves transferring knowledge and skills to authentic contexts and this will serve as scaffolding for the unit performance task.</i></p> <p>OPTION 1</p> <p>ACTIVITY 11</p> <p>Activity: My Action Plan for Effective Self-Regulation</p> <ul style="list-style-type: none"> • Step 1: Assessment and Goal Setting Identify a specific behavior you want to change (e.g., getting angry easily). • Step 2: Use a SMART Goal Set a SMART goal (e.g., "I will practice counting to ten and taking deep breaths when I feel angry for 30 minutes each day this week."). Specific: Clearly define what you want to achieve. Measurable: How will you track your progress? Achievable: Is your goal realistic given your current situation? Relevant: Does this goal align with your values and overall well-being? Time-bound: Set a deadline for achieving your goal 	<p><i>The teacher will select one activity from two available options.</i></p> <p><i>After completing the chosen task, selected students will present their work to the class.</i></p> <p><i>Teachers are encouraged to be sensitive to individual differences and to consider students' backgrounds, experiences, and emotional readiness, especially when discussing personal topics.</i></p> <p><i>This activity highlights that goal-setting and self-regulation are transferable life skills—not limited to the classroom, but applicable in various real-world contexts.</i></p>

Step 3:

Choose strategies to help you achieve your goal (e.g., practicing mindfulness, using relaxation techniques, journaling your thoughts).

Step 4:

Monitor your progress and adjust as needed.

- Track progress: Regularly check in with yourself to see how you're doing.
- Adjust your plan: If your strategies aren't working, don't be afraid to make changes.
- Be patient and persistent: Developing self-regulation takes time and effort.

OPTION 2**ACTIVITY 12****Practice Goal Framework****1. Identify the Specific Behavior or Emotion**

- **Example:** "I want to manage my frustration better when I face difficult tasks."

2. Set a Clear and Achievable Goal

- **Example:** "I will use deep breathing techniques whenever I start to feel frustrated."

3. Create a Plan and Objectify the Emotion

Strong emotions can be overwhelming. One strategy to help manage emotions is to think of it as an object. Whenever we feel frustrated, sad, or anxious, we can think of the object instead of the emotion. By doing this we can focus clearly.

- **Steps:**

1. Recognize the feeling of frustration. Describe frustration as an object with color, texture and sound. All objects are accepted an answer so go ahead and objectify frustration.
2. Pause and take three deep breaths to picture the object that signifies frustration.
3. In your mind, try to make this object bigger. Then make it smaller. Then concentrate to make it smaller again until it is tiny.
4. Focus on this object whenever you are frustrated. Tell frustration that it is a very object and it can be handled.
5. Instead of feeling frustrated, think of the object so that you will not feel overwhelmed.

4. Track Your Progress

- **Example:** Keep a daily log of instances when you felt frustrated and note how you managed it.

5. Reflect and Adjust

- **Example:** At the end of each week, review your log to see what worked and what didn't. Adjust your strategies as needed.

Example Practice Goal

Goal: Improve self-regulation when feeling overwhelmed by schoolwork.

- **Specific Behavior:** Feeling overwhelmed by assignments.
- **Clear Goal:** Use a 5-minute mindfulness exercise whenever I feel overwhelmed.
- **Plan:**
 1. Notice the feeling of being overwhelmed.
 2. Pause and find a quiet space.
 3. Set a timer for 5 minutes and practice mindfulness (e.g., focusing on breathing).
 4. Return to the assignment with a clearer mind.

The teacher will select one activity from two given options. After completing the chosen task, some learners will present their work to the class. This activity is designed to reinforce key concepts from the lesson through reflection.

- **Track Progress:** Use a journal to note each time you felt overwhelmed and how the mindfulness exercise helped.
- **Reflect and Adjust:** Review your journal weekly to see patterns and make any necessary changes.

2. Making Generalization

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

OPTION 1

ACTIVITY 13

REFLECTIVE QUESTIONS

- What emotions do I find most difficult to manage, and why?
- How do my thoughts influence the way I feel in emotionally charged moments?
- Which self-regulation strategies have worked best for me in the past?
- What new techniques am I willing to try to better manage my emotions?
- How can I remind myself to pause and reflect before reacting?

OPTION 2

ACTIVITY 14

TAGLINE IDEAS

Choose one of the taglines and explain how it connects to the topic of managing emotions through self-regulation.

It encourages learners to think critically and reflect on their own learning process (metacognition). It also highlights the 'empathize' stage, where learners connect emotionally with the topic and relate it to real-life experiences. This deepens their understanding and helps them apply what they've learned in meaningful ways.

The teacher will select one activity from two options. Each option is designed to help learners clearly understand the concept of self-regulation and how it supports emotional management.

This part of the lesson is both meaningful and reflective. It aims to develop essential skills such as organizing thoughts effectively in writing (through an essay) and expressing emotions

	<ul style="list-style-type: none"> • "Master your emotions, empower your life." • "Pause. Breathe. Choose your response." • "Feel it. Name it. Tame it." • "Self-regulation: the strength behind calm." • "Control within creates peace beyond." • "Respond with intention, not reaction." • "Emotions are signals, not commands." • "Lead your emotions—don't let them lead you." <p>3. Evaluating Learning</p> <p><i>In this step the learners are assessed to determine the level of their understanding and skill acquisition. This may include written activities, performance tasks, or other check-in activities. This must be aligned to unit summative assessment.</i></p> <p>OPTION 1</p> <p>ACTIVITY 15</p> <p>Essay: with Rubrics</p> <p>TITLE: Self-Regulation: The Path to Becoming a Better Version of <u>Myself</u></p>	<p><i>creatively and confidently (through spoken poetry)</i></p> <p><i>The teacher will choose one activity from two available options. These activities can be completed during the <u>students'</u> free time after their daily routine. Learners will use media applications to document their activity related to self-regulation.</i></p> <p><i>This part of the lesson highlights how physical activities can support the implementation of strategies from their action plan to enhance self-regulation skills.</i></p>
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	Criteria	Excellent (4 pts)	Good (3 pts)	Satisfactor y (2 pts)	Needs Improvem ent (1 pt)	
	Content & Understa nding	Demonstra tes deep understand ing of self- regulation; clearly explains its importance and personal relevance.	Shows good understand ing with some personal insight into self- regulation.	Basic understand ing is evident; lacks depth or personal connection.	Limited or unclear understand ing of self- regulation.	
	Organizat ion & Structure	Essay is well- organized with a clear introductio n, body, and conclusion. Ideas flow logically.	Mostly well- organized; minor lapses in flow or structure.	Some organizatio n present, but ideas may be disjointed or unclear.	Lacks clear structure; ideas are scattered or hard to follow.	

	Personal Reflection	Provides thoughtful and specific examples of personal growth or challenges related to self-regulation.	Includes some personal reflection and examples, though not fully developed.	Reflection is present but vague or lacks specific examples.	Little to no personal reflection or connection to the topic.
	Use of Language	Uses clear, engaging, and appropriate language. Few or no grammar/s pelling errors.	Language is mostly clear; some grammar/s pelling errors.	Language is sometimes unclear; frequent grammar/s pelling issues.	Language is unclear or inappropriate; many grammar/s pelling errors.
	Insight & Originality	Offers unique insights or perspectives; shows original thinking.	Some original ideas are present; mostly thoughtful.	Few original thoughts; mostly general or predictable ideas.	
	Total Score: /20 Grading Scale:				

18–20: Excellent
14–17: Good
10–13: Satisfactory
Below 10: Needs Improvement

OPTION 2

ACTIVITY 16

Spoken Poetry

TITLE: Pause, Think, Act: The Secret Power of Self-Regulation

Example of the opening part:

If self-regulation is a superpower, I would use it to _____.

Criteria	Excellent (4 pts)	Good (3 pts)	Satisfact ory (2 pts)	Needs Improvem ent (1 pt)
Content & Theme	Strong focus on self- regulation; message is powerful, clear, and deeply connected to the theme.	Good focus on the theme; message is mostly clear and relevant.	Theme is present but not fully developed or clear.	Weak or unclear connection to the theme.

	Creativity & Originality	Highly original and creative use of language, metaphors, and structure.	Some creative elements; shows effort in expression.	Limited creativity; relies on common phrases or ideas.	Lacks originality; very basic or copied ideas.		
	Emotional Impact	Emotionally powerful; effectively engages and moves the audience.	Emotionally engaging; audience can relate.	Some emotional connection; may feel flat at times.	Lacks emotional depth or connection.		
	Delivery & Voice	Confident, expressive, and clear voice; excellent pacing and tone.	Clear voice with some expression; good pacing.	Voice is audible but lacks expression or varies in clarity.	Difficult to hear or understand; monotone or rushed.		

	Body Language & Presence	Strong stage presence; gestures and facial expressions enhance the performance.	Good presence; some use of gestures and expressions.	Limited use of body language; presence is minimal.	No use of body language; lacks stage presence.	
	Memorization & Preparation	Fully memorized; smooth and polished performance.	Mostly memorized; minor pauses or stumbles.	Some reliance on notes; noticeable pauses.	Heavily reliant on notes; unprepared.	

4. Additional Activities

These are enrichment, reinforcement, or remediation activities designed to support diverse learners. These can be extension work, research tasks, or differentiated exercises.

OPTION 1

ACTIVITY 17

Sensory Breaks (to be documented using TikTok app)

ACTIVITY: Incorporate short sensory breaks throughout the day with activities like stretching, jumping jacks, or using a sensory path.

PURPOSE: Helps students release energy and refocus.

EXAMPLE: Schedule a 5-minute break where students can choose a sensory activity to help them reset.

OPTION 2

STOP Technique Steps (ROLE PLAYING)

Suppose you have a fight with your best friend or the person you love the most. You want to be effective in the situation.

1. S - Stop

- **Action:** Stop whatever you are doing. Literally freeze.

- **Purpose:** Interrupt the automatic reaction to stress or emotion.

2. **T - Take a Step Back**

- **Action:** Leave the area.
- **Purpose:** Helps to calm your mind and body, bringing your focus to the present moment.

3. **O - Observe**

- **Action:** Notice what is happening inside and around you. Pay attention to your thoughts, feelings, and physical sensations. You can also name the objects in the environment and count objects. Sorting objects, folding clothes are also good alternatives
- **Purpose:** Gain awareness of your internal state and distracting yourself from the external situation.

4. **P – Proceed mindfully**

- **Action:** Decide on the best course of action when you are already calm. Consider what will be most helpful or effective in the moment.
- **Purpose:** Move forward with a clearer, more mindful, and more effective approach.

Example Scenario

Imagine you are feeling overwhelmed by a sudden increase in workload:

1. **Stop:** Pause your work and take a moment to step back.
2. **Take a Breath:** Inhale deeply through your nose, hold for a few seconds, and exhale slowly through your mouth.
3. **Observe:** Notice your racing thoughts, the tension in your shoulders, and the feeling of being overwhelmed. Acknowledge these without judgment.
4. **Proceed:** Decide to break your tasks into smaller, manageable steps and prioritize them. You might also

	choose to take a short break to clear your mind before continuing.	
V. ASSESSMENT <i>(Assessing Learnings)</i>	<p><i>This section will serve as a culminating assessment intended to evaluate the entire unit, including both the Content Standard and the Performance Standard.</i></p> <p>OPTION 1</p> <p>ACTIVITY 18</p> <p>ACTIVITY TITLE: A One Week Emotion Journaling</p> <p>ACTIVITY: Have <u>students</u> keep a daily journal where they write about their emotions and how they handled them.</p> <p>PURPOSE: Encourages self-reflection and emotional awareness.</p> <p>EXAMPLE: Provide prompts like "What made you happy today?" or "How did you handle a difficult situation?"</p> <div><div><p>DATE: <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/></p><p>Today I'm grateful for...</p><ul style="list-style-type: none">•••••<p>What went well today?</p><p>Thoughts and feelings</p><div></div></div><div><p>DATE: <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/></p><p>Today I'm grateful for...</p><ul style="list-style-type: none">•••••<p>What went well today?</p><p>Thoughts and feelings</p><div></div></div></div>	

OPTION 3

ACTIVITY 19

MULTIPLE CHOICE

1. Which of the following is a sign of strong emotional self-regulation?

- A. Acting on impulse
- B. Ignoring emotions
- C. Thinking before acting
- D. Avoiding all conflict

Answer: C

2. What role does mindfulness play in self-regulation?

- A. It helps you forget your emotions
- B. It encourages emotional suppression
- C. It supports awareness and control of emotions
- D. It teaches you to avoid challenges

Answer: C

3. Maria is feeling very angry after receiving a low grade on her project. She wants to yell at her teacher but instead takes a few deep breaths and asks to talk privately about how she can improve. What self-regulation strategy did Maria use?

- A. Avoidance
- B. Attack
- C. Mindful response
- D. Suppression

Answer: C – Maria paused, managed her emotions, and chose a respectful way to respond.

4. During a group activity, James notices he's getting frustrated because his teammates aren't listening to his ideas. He decides to calmly express his thoughts and ask for a turn to speak. Which self-regulation quality is James demonstrating?

- A. Impulsiveness
- B. Passive behavior
- C. Diplomatic communication
- D. Emotional detachment

	<p>Answer: C – James is communicating openly and respectfully.</p> <p>5. Lena often feels overwhelmed during exams. She starts practicing mindfulness and deep breathing exercises to stay calm and focused. What is Lena doing to improve her self-regulation?</p> <p>A. Ignoring her stress</p> <p>B. Practicing emotional awareness and self-soothing</p> <p>C. Avoiding exams</p> <p>D. Blaming others</p> <p>Answer: B – She is using mindfulness and calming techniques to manage her emotions.</p>
	<p>OPTION 2</p> <p>ACTIVITY 20</p> <p>Daily Emotion Journal: A Journey to Self-Regulation</p> <p>(VIDEO RECORDED) with background music if possible, example “AKO NAMAN MUNA” by Angela Ken</p> <p>Set a Routine: Choose a specific time each day to record your emotions. This could be in the morning, during lunch, or before bed.</p> <p>Be Honest: Share your true feelings, whether they're positive or negative. Authenticity is key to understanding your emotional patterns.</p> <p>Use Descriptors: If you're not sure what to say, use prompts like "Today I felt...", "The highlight of my day was...", or "I struggled with..."</p> <p>Reflect: At the end of each week, watch your videos and reflect on any patterns you notice.</p> <p>Stay Consistent: Consistency is important. Even on days when you don't feel like recording, try to make a short entry.</p> <p>.</p> <p><i>The teacher will use journal assessment, where students will compile their completed tasks as evidence of their understanding of the topic and the skills they have developed</i></p>
<p>VI. REFLECTION</p> <p><i>(Feedback and Continuous Improvement)</i></p>	<p><i>This section presents the key highlights and challenges encountered by both teachers and learners during the teaching-learning process throughout the unit. It also includes the adjustments made by the teacher to improve instruction</i></p> <p>ACTIVITY 21</p>

	<p>LEARNERS:</p> <p>"I learned that my emotions are like _____, and self-regulation helps me _____."</p> <p>"I learned that when I pause and think, I can _____ instead of _____."</p> <p>TEACHER:</p> <p>Did I provide enough support and scaffolding for students to understand and apply self-regulation strategies?</p> <p>What would I change in my approach to better support students who had difficulty with the topic?</p>
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