Strengthened Senior High School

DepED
DEPARTMENT OF EDUCATION

Learning Activity Sheets for Life and Career Skills

CORE SUBJECT



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Learning Activity Sheets for Life and Career Skills **Term 1**

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Development Team

Writers: Billy Joe A. Vinas, Cristian D. Rola, Cesar Chester O. Relleve, Arlene Joy C. Mananguit, DEM, Leonardo S. Biron, Maverick Catahan, Ma. Cristina D. Galman, Christine A. Acedera, Geraldine S. Canedo, Grizel Anne Y. Ocampo, PhD, Leah S. Bulay-Og, Christian Dior D. Macaraig, Edeltrudes P. Advincula, Ludielyn C. Bautista, JD, Jocelyn B. Pundavela, Edwin Rey J. Ramy, Kevin Kerbi A. Villamor, Wesly M. Tayag, Jennifer Cudal, Avengel Joseph A. Federis, Ryan L. Navarro, Rebecca T. Arevalo, Paul Ruben A. Paulino, Jienalyn A. Marcial, Geraldine S. Cañedo, Rose Ann G. Carampatana, Joven S. Brigildo, Edgar D. Francisco, Boby Rose Rebuta-Ricaforte, Jayson R. Tadeo, Krisha Anne M. Soriano

Validators: Samboy Franco, Aaron P. Flores, Aries A. Calamayan, Raymond A. Delos Santos, John Riv Akiatan, Ronald N. Ibardeloza, Leo G. Dayot, Thea Zonette S. Medrano

Consultant: **Dr. Marie Grace Gomez**
Professor
University of the Philippines-Diliman

Learning Area Specialist: **Gilbert Cratius B. Barrion**
Jerico Rovel Basit
Senior Education Program Specialist, BLD – Teaching and Learning Division

Bureau of Learning Delivery
Bureau of Curriculum Development
Bureau of Learning Resources

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LEARNING ACTIVITY SHEET (LAS)

Lesson Title/Topic:	Understanding and Strengthening the Self – Key Developmental Stages, Tasks, and Protective and Risk Factors		
Name		**Grade & Section**	

I. Activity Title: IDENTIFY THE STAGE: DIFFERENTIATE THE TASK

II. Objective/s: At the end of the activity, you will be able to identify and differentiate the key developmental stages and tasks of Erik Erikson's Psychosocial Theory.

III. Materials Needed: Paper and pen

IV. Instructions:

Part 1: **Fast Facts (Concept Digest)**

Review these core mechanics before completing the activities:

- **Psychosocial Crisis:** Erikson believed that at each stage of life, we face a mental "tug-of-war" or conflict between our internal psychological needs and external social expectations.
- **The Lifespan Trajectory:** Personality development doesn't stop childhood; it continues across eight distinct stages from birth until old age.
- **Ego Virtue:** Successfully navigating a stage rewards an individual with a specific psychological strength (e.g., *Hope, Purpose, Fidelity, Love*).

Part 2: **Task Check (Exercises)**

Activity A: **Identify the Stage**

Read the real-world scenarios below. Identify the specific Psychosocial Stage/Crisis being described and write the corresponding Ego Virtue the individual stands to gain.

1. Scenario: Marcus is 16 years old. He spends a lot of time trying out different clothing styles, exploring various career paths, and questioning his family's traditional beliefs to figure out who he truly is.
    - Psychosocial Stage: _____
    - Ego Virtue: _____
2. Scenario: Clara, a 26-year-old marketing professional, is trying to balance her demanding work hours while attempting to form a deep, emotionally vulnerable, long-term romantic relationship.
    - Psychosocial Stage: _____
    - Ego Virtue: _____
3. Scenario: Baby Maya is 7 months old. Whenever she cries, her parents quickly attend to her by feeding her, changing her diapers, or cuddling her, making her feel safe in her environment.
    - Psychosocial Stage: _____
    - Ego Virtue: _____

Activity B: **Differentiate the Tasks**

Complete the matrix below to clearly differentiate how tasks and vulnerabilities shift between the stages of Late Adolescence and Early Adulthood.

Feature to Compare	**Stage 4: School Age (Ages 7-11)**	**Stage 5: Adolescence (Ages 12–18)**	**Stage 6: Early Adulthood (Ages 19–40)**
Name of the Crisis	Industry vs. Inferiority		
Core Question Asked	*"How can I be good?" or "Am I more competent than my peers?"*		
The Primary Social Focus	School, teachers, classmates, and community mentors		
Negative Outcome *(If the task is not mastered)*	Inferiority (Inferiority complex)		

Activity C: **Deep Reflection (Explain)**

Write a brief 3-to-5-sentence paragraph addressing the prompt below.

Prompt:

Why did Erik Erikson argue that a person must successfully resolve their identity conflict in Stage 5 (Adolescence) before they can truly achieve healthy intimacy in Stage 6 (Early Adulthood)? What happens if they don't?

_____

_____

Rubric for Activity C

Score	Criteria Description
5 pts	**Mastered:** Explanation clearly differentiates between identity and intimacy. Use correct Erikson terminology seamlessly.
3 pts	**Developing:** Explains the basic concept well but treats the stages as unrelated rather than showing how one influences the other.
1 pt	**Beginning:** Response is vague, off-topic, or fails to mention Erikson's concepts.

I. Activity Title: TRACK IT DOWN

II. Objective/s: At the end of the activity, you will be able to analyze the protective and risk factors of late adolescence and early adulthood and evaluate its impact on developmental outcomes.

III. Materials Needed: Paper, pen, drawing materials – bond paper, pencil

IV. Instructions:

Part 1: **Quick Reference Toolkit** (*Use this framework to guide your analysis across all tracks).*

- **Risk Factors:** Attributes or environmental hazards that increase the likelihood of negative outcomes (e.g., genetic vulnerabilities, financial instability, peer pressure, identity diffusion).
- **Protective Factors:** Biological, psychological, or social buffers that shield individuals from stress and foster resilience (e.g., high emotional regulation, stable adult mentors, close peer support).
- **Developmental Outcomes:** The long-term psychological results of these factors (e.g., entering a state of *Identity Achievement* and *Intimacy* versus slipping into *Role Confusion* or *Isolation*).

Part 2: **Choose Your Learning Track** (*Select ONE of the three tracks below to complete the objective.)*

TRACK A: The Case Analyst (Analytical & Systematic)
Read the case study below, complete the Risk/Protective Matrix, and answer the evaluation question.

The Case of Alex (Age 20):
Alex is a first-generation college student facing heavy academic pressure and financial stress. While his family history includes chronic anxiety and he often struggles to manage his emotions when deadlines pile up, Alex is an active member of a local youth organization, has a supportive professor who mentors him, and possesses strong problem-solving skills.

1. **Factor Matrix**
   Break down the variables affecting Alex's development:
- List TWO Risk Factors present:
  1. _____
  2. _____
- List TWO Protective Factors present:
  1. _____
  2. _____

2. **Evaluation**
   Based on your matrix, evaluate Alex's likely developmental outcome. Will he move toward *Identity Achievement* or *Role Confusion/Isolation*? Explain your reasoning in 3–5 sentences, focusing on how his protective factors interact with his risks.
   _____
   _____

TRACK B: The Concept Cartographer (Visual & Spatial)
Create a Risk vs. Protective Factor Balance Scale Diagram for a typical late adolescent transitioning into early adulthood.

1. Draw a simple balance scale (or see-saw) on your paper.
2. On the Left Side (Risk), write down at least three common real-world hazards a modern young adult faces (e.g., job market volatility, social media isolation, family conflict).
3. On the Right Side (Protective), write down three corresponding internal or systemic buffers (e.g., emotional regulation skills, supportive friend groups, community programs).
4. Below your drawing, write a brief explanation evaluating what happens to a student's mental health and career development when the scale tilts heavily toward the "Risk" side.

[Draw your diagram/illustration here]

Evaluation Statement:

_____

_____

_____

_____

_____

TRACK C: The Policy Strategist (Creative & Evaluative)
Imagine you are a Guidance Counselor or a Youth Policy Maker. You are tasked with creating a "Resilience Blueprint" for a university or workplace to support young adults (ages 18–25). Fill out the brief blueprint design below.

1. **Identify the Core Threat:** Name one major risk factor currently causing youth unemployment or emotional distress among late adolescents in your community:

_____

_____

2. **Design the Intervention:** Propose one specific institutional program or activity that will act as an external protective factor to neutralize this threat:

_____

_____

3. **Evaluate the Outcome:** Explain how this intervention will successfully alter the developmental outcome of the youth (e.g., how it helps them achieve a firm sense of *Identity* or avoid *Isolation*).

_____

_____

Universal Evaluation Rubric (*Regardless of which track you chose, your work will be graded based on the following criteria):*

Criteria	Mastered (5 pts)	Developing (3 pts)	Beginning (1 pt)
Analysis of Factors	Accurately identifies, categorizes, and links specific risk and protective factors relevant to late adolescence/early adulthood.	Identifies risk and protective factors, but definitions overlap or lack specific relevance to the age group.	Fails to clearly distinguish between risk and protective factors.
Evaluation of Impact	Provides a logical, theory-based prediction of developmental outcomes (e.g., referencing Identity or Intimacy stability).	Connects factors to outcomes, but the explanation is superficial or lacks theoretical depth.	Concludes an outcome without providing support or reasoning.
Clarity & Execution	The chosen track is fully executed with neat organization, precise arguments, and clear scannability.	The track is mostly complete, but some explanations feel rushed or lack structural clarity.	The activity sheet is incomplete or does not follow the track instructions.

I. Activity Title: CAREER RECYCLING

II. Objective/s: At the end of the activity, you will be able to identify and differentiate the key developmental stages and tasks of Donald Super's Career Developmental Theory.

III. Materials Needed: Paper, pen, drawing materials – bond paper, pencil

IV. Instructions:

Part 1: **Strategic Mind Map (Donald Super's 5 Stages)**

Quick review the progression of the Career Self-Concept before selecting your track:

1. **Growth (0–14):** Developing baseline interests, fantasies, and basic capacities.
2. **Exploration (15–24):** Trial-and-error via school, internships, and entry-level jobs.
3. **Establishment (25–44):** Securing, stabilizing, and advancing within a chosen field.
4. **Maintenance (45–64):** Holding a position, mentoring others, and updating skills.
5. **Disengagement (65+):** Shifting priorities, tapering workload, and planning retirement.

HOTS Note (Career Recycling): In the modern workforce, people rarely walk a straight line. If a professional changes careers entirely at age 40, they temporarily *recycle* back to the Exploration Stage to learn new skills before re-entering Establishment.

Part 2: Choose Your Cognitive Track

*Select **ONE** of the three tracks below to complete the objective.*

TRACK A: The Analytical Critic (Logical-Mathematical / Textual)

Read the professional scenario below. Analyze the non-linear path of the individual, identify the Super's stages involved, and evaluate the factors/reasons of "career recycling."

The Profile of Elena (Age 42): Elena spent 15 years working as a highly successful Corporate Accountant, securing regular promotions and anchoring her status in a major firm. However, at age 39, she experienced severe burnout, realized her deep interest was in environmental science, and quit her job. For the past two years, she has been taking university evening classes, volunteering at a marine sanctuary, and trying out low-paying field research assistant gigs.

1. **Deconstruct the Stages:**
   Identify the stage Elena was in *before* age 39:
   _____
   Identify the stage Elena has *recycled back into* at age 42:
   _____

2. **Critical Evaluation:** Differentiate between a traditional linear career progression and Elena's current reality. What psychological and vocational challenges occur when a person in middle adulthood is forced to perform the tasks of a stage typically meant for adolescents/young adults?

_____

_____

_____

_____

_____

_____

_____

_____

TRACK B: The Narrative Case Designer (Creative / Linguistic)

Show your mastery of Super's stages by *creating* a fictional case study.

1. Write a 5-to-8 sentence biographical (true) profile of a fictional (imaginary) character tracking their life from age 15 to age 70.
2. Your narrative must explicitly show (not just label) the character transitioning through at least three distinct stages of Super's theory (e.g., show them dealing with the trial tasks of *Exploration*, the stabilization of *Establishment*, or the mentoring/holding tasks of *Maintenance*).
3. Underline the specific sentences in your story that represent a transition from one stage to another.

[Write your fictional biographical profile here]

_____

_____

_____

_____

_____

_____

_____

_____

TRACK C: The Visual System Mapper (Spatial / Visual)

Map out the concept of the modern "Career Loop."

1. In the space below, sketch a flowchart or visual lifecycle diagram that illustrates Donald Super's 5 Stages.
2. However, your map cannot be purely linear (a straight line or simple stairs). You must introduce a "Recycling Loop" pathway using arrows showing how an external economic factor (like AI automation or industry collapse) or an internal factor (identity shift) forces an individual to loop backward from *Maintenance* or *Establishment* into *Exploration*.
3. Label each stage clearly with its age range and its core vocational question (e.g., *"Where do I fit?"* versus *"How do I hold my ground?"*).

[Draw your Visual System Map here]

HOTS Evaluation Rubric *(Your output will be assessed using this multi-dimensional rubric.)*

Criteria	Mastered (5 pts)	Developing (3 pts)	Beginning (1 pt)
Depth of Analysis	Demonstrates deep insight into Super's stages; accurately differentiates the subtle shifts in vocational tasks and seamlessly handles non-linear concepts (like recycling).	Accurately identifies the stages by name and age but struggles to explain the deeper psychological tasks or relationships between the stages.	Merely lists terms or copies of definitions without showing an understanding of how stages differ.

Criteria	Mastered (5 pts)	Developing (3 pts)	Beginning (1 pt)
HOTS Application	***Track A:*** Evaluates systemic friction perfectly. ***Track B:*** Narrates clear qualitative transitions. ***Track C:*** Maps systemic loops accurately.	The task is complete, but the analysis leans heavily on basic description rather than critical evaluation or creative synthesis.	The response fails to meet the analytical or creative demands of the chosen track.
Structural Clarity	Argument or layout is highly scannable, structurally sound, and demonstrates rigorous student ownership.	The response is coherent but disorganized, containing block walls of text or unclearly labeled visual elements.	The activity sheet is mostly incomplete or executed without clear effort.

I. Activity Title: "THE CASE ANALYST"

II. Objective/s: At the end of the activity, you will be able to examine the significance of understanding one's developmental stages, tasks, and protective and risk factors in forming identity and making career decisions.

III. Materials Needed: Paper, pen

IV. Instructions:

- Choose one of the scenarios presented below and answer the given guide questions.
- Identify practical solutions to how you can be effective in the chosen situation.
- Consider the rubric provided below as you produce your answers or solutions.

Scenario 1: Drug Use

Marco is invited to a party. His friends give him high designer drugs. These are quite expensive but illegal. If you were Marco, what would you do?

Guide Questions:

Why might Marco's friends have offered him drugs? What do you think was

on Marco's mind when he was handed these expensive designer drugs?

_____

_____

How do you think Marco would react in this situation? What would you do if you were in his place? Would you face a dilemma? Explain your answer.

_____

_____

How do risk factors affect an individual's life choices? What is the significance of protective factors in a situation like this?

_____

_____

Which developmental stage, task, or psychological theory applies to this scenario? Explain your answer.

_____

_____

Scenario 2: Sexual Relationship

John wants to take his relationship with his partner to the next level. He knows that he must prioritize his studies and get into college. However, after four years of dating, he is bored and wants to explore something new. He wants to start having sexual relations with his partner.

Guide Questions:

Why might John want to take their relationship to the next level? What specific factors are driving this desire?

_____

_____

What are the potential developmental, emotional, or physical consequences of this choice?

_____

_____

If you were John's partner, how would you make your decision? What variables would you consider?

_____

_____

How do risk factors affect an individual's life choices? What is the significance of protective factors in a situation like this?

_____

_____

Which developmental stage, task, or psychological theory applies to this scenario? Explain your answer.

_____

_____

Scenario 3: Academic Failure

Madel wants to enroll in the most popular university in her province. She prepares thoroughly for the entrance examination and confidently takes the test. When the results are released, she discovers she failed. Devastated, she feels like it is the end of the world and no longer wants to study.

Guide Questions:

Why is Madel feeling this way? If you were in her situation, would you feel the same way?

_____

_____

What alternative paths or options can Madel take after failing this exam? What advice would you give her as a friend?

_____

_____

How do risk factors affect an individual's resilience? What is the significance of protective factors in helping someone cope with this situation?

_____

_____

If you were to write a letter of support to Madel, what would you say? Write a brief encouraging note to her below.

_____

_____

Which developmental stage, task, or psychological theory applies to this scenario? Explain your answer.

_____

_____

CRITERIA

Relevance and accuracy of developmental theory application	25 points
Depth of reflection on protective and risk factors	25 points
Quality of group synthesis and presentation	25 points
Participation and collaboration	25 points
TOTAL	100

Scoring Guide

- 95 to 100 Points: Master Brainstormer (A) – The individual/group did not just find answers; they unlocked a massive ecosystem of creative possibilities and championed a stellar collaborative environment.
- 90 to 94 Points: Effective Thinker (B) – A highly productive session. Solid volume, good teamwork, and clean execution of standard brainstorming rules.
- 85 to 89 Points: Surface Explorer (C) – Got the job done but stopped at the easiest solutions. Needs to focus on pushing past cognitive biases and practicing active listening.
- 80 to 84 Points: Stalled Engine (D/F) – The session was bogged down by judgment, low energy, or severe lack of participation. Needs structural intervention or a clearer prompt.

LEARNING ACTIVITY SHEET (LAS)

Lesson Title/Topic:	Identifying Protective and Risk Factors of Late Adolescents to Early Adulthood		
Name		**Grade & Section**	

I. Activity 1: "Picture Analysis"

1. **Objective(s):** At the end of the activity, you will be able to identify the protective and risk factors that can help the child succeed in life.
2. **Materials Needed:** pen and paper
3. **Instructions:** Look at the picture and we will discuss more about it. This is a picture of a child who was born in a slum area. There are many substance users in their environment. There are also gang members. However, he has a loving family who teaches him values. Can you tell me about this picture? Then, answer the questions below honestly and thoughtfully.



OpenAI. (2026). AI-generated image of a young East Asian boy sitting at a wooden table in a humble indoor setting [AI-generated image]. https://chatgpt.com/c/6a277e36-97d4-83ec-b3da-d04ad961c4f9

Guide Questions:

- What factors will endanger this child?

_____

_____

- What factors will help this child make it or succeed in life?

_____

_____

- What do you think the future will be for this child?

_____

_____

- Who can help this child succeed in life?

_____

_____

II. Activity 2. Situational Analysis

1. **Objective:** At the end of the activity, you are expected to analyze the given situations, identify the important ideas presented, answer the guide questions using complete and clear sentences, and rate the impact of each factor on wellness using a 1–5 scale.
2. **Materials needed:** Pen and Paper
3. **Instructions:** Carefully read and analyze the two (2) situations based on the previous discussion. Identify the important ideas and answer the guide questions in complete and clear sentences.

   Evaluate the impact of each factor on wellness by assigning a rating from 1 to 5. Refer to the table below as your guide.

Effect on Wellness	**Rating (1–5)**	**Description**
Very Negative	1	Significantly harms physical, mental, or emotional well-being.
Negative	2	Has a somewhat harmful effect on wellness.
Neutral	3	Little to no noticeable effect on wellness.
Positive	4	Contributes to improved wellness and healthy functioning.
Very Positive	5	Strongly enhances overall wellness and quality of life.

Situation 1

Maria balances her studies, gets enough sleep, and talks to her parents whenever she feels stressed.

Guide Questions:

1. What protective factors are shown in the situation?
2. How do these factors help Maria's well-being?
3. What developmental tasks is Maria learning?

Important Ideas:

_____

Answer:

_____

_____

Situation 2

John spends too much time online, lacks sleep, and is influenced by friends skipping classes.

Guide Questions:

1. What risk factors are present in the situation?
2. How can these affect John's health and future?
3. What advice can you give to John?

Important Ideas:

_____

Answer:

_____

_____

III. Activity 3. Video Analysis

1. **Objective:** At the end of the activity, you are expected to analyze the situations presented in the video, identify behaviors and influences that increase the likelihood of negative outcomes, and evaluate their degree of influence by ranking them from most harmful (1) to least harmful (5) with appropriate explanations.
2. **Materials needed:** Pen and Paper, Mobile Phone, Laptop or Desktop
3. **Instructions:**
    a. Watch the video entitled Moving Forward using the link below: https://www.youtube.com/watch?v=FJDwe2RkOqo.
    b. Observe the behaviors and situations shown in the video that may increase the likelihood of negative outcomes for the characters.
    c. Identify signs of harmful influences, such as peer pressure, family conflict, or environmental stress.
    d. Answer the processing questions using complete and clear sentences.

    Processing Questions:

    1. What behaviors or situations in the video increase the likelihood of negative outcomes for the characters?
    2. Are there signs of harmful influences, such as peer pressure, family conflict, or environmental stress?
    3. What positive influences or supportive situations help the characters make good choices or avoid danger?
    4. Can you identify any people, relationships, or resources that help the characters stay on a positive path?

    e. Rank the identified harmful influences from most harmful (1) to least harmful (5) using the table below.

Level of Harmful Influence	Rating (1–5)	Description
Most Harmful	1	Has a severe negative impact on wellness.
Highly Harmful	2	Has a strong negative impact on wellness.
Moderately Harmful	3	Has a noticeable negative impact on wellness.
Slightly Harmful	4	Has a minor negative impact on wellness.
Least Harmful	5	Has little to no negative impact on wellness.

    f. Explain your ranking by citing evidence or examples from the video.
    g. Submit your complete responses to your teacher.

IV. Activity 4. Digital Vision Board: My Future Self

1. **Objective:** At the end of the activity, you are expected to create a digital vision board that reflects your protective factors, future goals, healthy practices, and positive relationships, and explain how these elements can support your transition into adulthood and overall well-being.

2. **Materials needed:** Mobile Phone, Laptop or Desktop
3. **Instructions:** Create a digital vision board that represents your future aspirations and the factors that support your overall well-being. Use images, quotes, symbols, and short captions to express your ideas creatively and clearly.
    a. Review the sample digital vision board presented by your teacher to understand the concept and format.
    b. Gather images, quotes, and symbols that best represent your ideas and organize them into the following categories:

Category	**Guide Questions**
Protective Factors	Who or what helps you make positive decisions?
Goals	What do you want to achieve in the future?
Healthy Practices	What habits help maintain your wellness?
Positive Relationships	Who supports and motivates you?

    c. Using Canva, PowerPoint Slides, or Google Slides, create a digital vision board entitled "My Future Self."
    d. Include at least the following in your vision board:
        3 protective factors
        3 future goals
        3 healthy practices
        3 positive relationships or support systems
    e. Add short captions or explanations for each image or symbol.
    f. Use an organized layout, readable text, and creative designs to make your vision board visually appealing and easy to understand.
    g. During the presentation, briefly explain:
        - your most important future goal;
        - your strongest protective factor;
        - one healthy practice you would like to improve; and
        - how does your support system help you transition into adulthood.
    h. Submit your complete digital vision board to your teacher.
    i. Use the criteria below as your reference.

Criteria	**Points**
Completeness of required content	5
Creativity and organization	5
Quality of explanations/reflections	5
Effective use of technology	3
Presentation and participation	2
Total	20

V. Activity 5. My Life Map

1. **Objective:** At the end of the activity, you should be able to create and present a “Life Map” that shows the protective, proactive, and risk factors that you need to handle. Make thoughtful and thorough reflections from them about their life map that can guide them to succeed in life.
2. **Materials needed:** a. Paper, bond paper, or notebook for drafting the map
    b. Markers, crayons, or coloring materials (for creative design)
    c. Access to a computer or tablet (for digital file)
    d. Rubric (provided by the teacher for self-assessment)
3. **Instructions:** Your task is to design a Life Map about the events that happened in your life experiences. You may use a mountain trail, road map, timeline, etc. Decorate your path with drawings, stickers, or color to show your story. You may pair up with a classmate and share one part of your map. You will then present it using one of the following formats:
    - Manual

- Digital

Your Plan Should Include:

1. **Events in your life**
   It can be from personal experiences in the family, peers, school, or community. Write and sketch your scenario here:

2. **Proactive factor**
   Show on the map what are helpful that you did in the events in your life.
   Protective Actions:
   _____
   _____

3. **Proactive Action**
   Identify and describe actions that could help you avoid the risk factor happening.
   _____
   _____

4. **People Support**
   List the people who can support in dealing with your risk factors in life.
   _____
   _____

5. **Reflection**
   Reflect on how you can help yourself become a successful person when you go to college, work, business, or enhance your skills. Your reflection:
   _____
   _____

Presentation Format Choice:

☐ Digital ☐ Manual

Rubric: Life Map Presentation

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Life Events	Clearly explains impact with insightful experiences	Explains impact with relevant experiences	Mentions impact but lacks clarity	Demonstrates limited or no understanding
Protective factors	Clearly identifies and explains multiple protective factors	Identifies and explains 3 protective factors	Mentions a protective factor but lacks detail	No clear identification of protective factors
Proactive Actions	Clearly explains multiple proactive actions	Explains 2 proactive actions	Lacks coherence or clarity in	No clear actions identified

			actions	
Creativity and Presentation	Well-organized, engaging, and creative presentation	Clear and organized presentation	Lacks clarity or engagement	Disorganized presentation
Reflections	Provides thoughtful and thorough reflections	Provides clear reflections	Reflections lack depth or detail	No reflection included
Total Points 20				

VI. Activity 6. Risk and Protective Factor Mapping

1. **Objective:** At the end of the activity, you are expected to identify and organize the people, habits, and support systems that serve as protective factors in your life and explain how they help you cope with challenges and promote your overall well-being.
2. **Materials needed:** a. Paper, bond paper, or notebook for drafting the map
   b. Markers, crayons, or coloring materials (for creative design)
   c. Access to a computer or tablet (for digital file)

3. Instructions: Create a web map that illustrates the people, habits, and support systems that help you stay healthy and strong when facing challenges or risk factors.

1. Draw yourself at the center of a spider web.
2. Create three rings around the center to represent different levels of support.
3. List the people, habits, and resources that help you maintain your well-being and place them in the appropriate ring:
   Inner Ring – your closest and most consistent supports (e.g., family members, best friend, teacher);
   Middle Ring – supports you regularly access (e.g., counselor, club adviser, classmates, groupmates);
   Outer Ring – occasional but important support (e.g., barangay officials, online resources, community programs).
4. Label each support and indicate how it helps you deal with challenges or risk factors.
5. Answer the following processing questions using complete and clear sentences:
   a. Which habits and practices are protective factors that you can strengthen or reinforce?
   b. Which support do you consider most significant in helping you overcome challenges?
   c. What roles do peers, families, schools, and communities play in promoting your well-being?
6. Submit your complete web map and written responses to your teacher.

Teacher's Feedback:

_____

_____

_____

_____

_____

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_____

_____

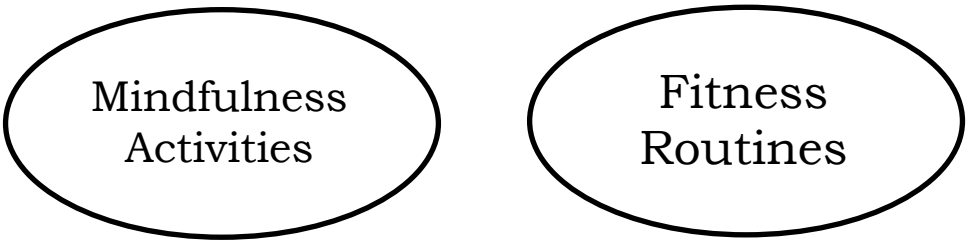
LEARNING ACTIVITY SHEET (LAS)

Lesson Title/ Topic:	Promoting Physiological Development and Well-being through Fitness Activities		
Name		**Grade & Section**	

I. Activity 1: "Mind and Body Connection Map"

1. **Objective(s):** At the end of the activity, you will be able to explain how specific mindfulness and fitness practices improve your physical, mental, and overall well-being.
2. **Materials Needed:** pen and paper
3. **Instructions:**

- Using the concept map provided, write at least three examples of mindfulness activities and three examples of fitness routines that you know or have experienced.
- Briefly describe how each activity can help improve your physical health, mental well-being, or overall wellness.
- Complete the concept map independently and organize your ideas in the appropriate category.
- After completing the activity, be prepared to share one example from each category and explain your answers during class discussion.



Guide Questions:

1. What mindfulness activities did you identify, and how can they help improve your mental and emotional well-being?

_____

_____

2. What fitness routines did you list, and how do they contribute to physical health and development?

_____

_____

3. How are mindfulness activities and fitness routines similar in promoting overall wellness?

_____

_____

4. Why is it important to include both mindfulness activities and fitness routines in your daily life?

_____

_____

5. Based on your concept map, which activity would you like to practice regularly, and why?

_____

_____

II. Activity 2. Situational Analysis

1. **Objective:** At the end of the activity, you are expected to create a meaningful slogan that demonstrates understanding of how fitness routines and mindfulness activities contribute to physiological development, health, and overall well-being.
2. **Materials needed:** Pen and Paper
3. **Instructions:**

- Create a creative slogan that expresses how fitness routines and mindfulness activities contribute to your physiological development, health, and overall well-being.
- Use a digital design tool such as Canva, Google Slides, or Microsoft PowerPoint to create your slogan.
- Incorporate words, phrases, symbols, images, icons, or simple digital illustrations that clearly represent the connection between physical fitness, mindfulness, and wellness.
- Make your slogan short, meaningful, visually appealing, and easy to understand.
- Ensure that your design reflects the importance of maintaining a healthy mind and body.
- explain the meaning of your slogan
- Save your work and submit it through your teacher's designated online platform or Learning Management System (LMS).
- Be prepared to present during the class discussion.

Rubric:

CRITERIA	**Excellent (4)**	**Good (3)**	**Fair (2)**	**Needs Improvement (1)**
Creativity & Originality	Slogan is highly creative, uniquely phrased, and exceptionally original.	Slogan shows creativity and incorporates some original ideas.	Slogan is somewhat creative but relies on common clichéd ideas.	Slogan lacks creativity and originality.
Relevance to the topic	Clearly and effectively connects fitness, mindfulness, and well-being.	Connects fitness, mindfulness, and well-being with minor gaps.	Weak or superficial connection between the key concepts.	Connection between ideas is unclear or missing entirely.
Clarity	The message is perfectly clear, concise, and highly memorable.	The message is mostly clear with minor ambiguity.	The message is somewhat unclear or overly wordy.	The message is confusing and difficult to understand.
Language & Presentation	Uses appropriate, impactful language with zero grammatical errors.	Minor language or spelling errors that do not affect understanding.	Several language errors affect overall clarity.	Frequent errors that heavily hinder comprehension.

LEARNING ACTIVITY SHEET (LAS)

Lesson Title/ Topic:	Mindfulness and Fitness Activities		
Name		**Grade & Section**	

I. Activity 1: "Picture Talk: Building a Healthy Mind and Body"

1. **Objective(s):** At the end of the activity, you will be able to explain how the mindfulness and fitness activities shown in the pictures contribute to physiological health, physical development, and overall well-being.

2. **Materials Needed:** pen and paper

3. **Instructions:**

- Study the pictures carefully. Based on the activities shown in the pictures, answer the following questions:



Guide Questions:

1. Which activity have you already experienced?

_____

_____

2. Which activity helps you relax?

_____

_____

3. Which activity helps improve physical fitness?

_____

_____

4. How do these activities help your body and mind?

_____

_____

II. Activity 2. "My Personalized Fitness Routine Plan"

1. **Objective:** At the end of the activity, you are expected to create a simple fitness routine plan using the FITT principles to promote physiological health, physical development, and overall well-being.

2. **Materials needed:** Pen and Paper

3. **Instructions:**

- Reflect on your current fitness level, interests, and health goals.
- Using Canva, Google Slides, Microsoft PowerPoint, or any digital design tool, create your own fitness routine plan based on the FITT principles.
- Add images, icons, or illustrations that represent your chosen fitness activities.
- Write a short reflection explaining how your routine can improve physical health and overall well-being.
- Submit your digital output to your teacher through the assigned learning platform or class group.

Rubric:

Criteria	4 - Excellent	3 - Proficient	2 - Developing	1 - Beginning
Application of FITT Principles	All four FITT components (Frequency, Intensity, Time, Type) are complete and appropriate.	Three FITT components are complete and appropriate.	Two FITT components are complete.	One or no FITT components are included.
Fitness Routine Plan	The plan is well-organized, realistic, and clearly promotes health and well-being.	The plan is organized and generally promotes health and well-being.	The plan is somewhat organized but lacks detail.	The plan is incomplete or unclear.
Reflection on Wellness	Reflection clearly explains the benefits of the fitness routine to health and well-being.	Reflection explains some benefits of the fitness routine.	Reflection provides a limited explanation of the benefits.	Reflection is incomplete or unclear.
Creativity and Visual Appeal	Digital output is highly creative, organized, and visually appealing with relevant images/icons.	Digital output is organized and includes appropriate visuals.	Digital output has minimal creativity or visuals.	Digital output lacks organization and visuals.

LEARNING ACTIVITY SHEET (LAS)

Lesson Title/Topic:	Applying Life Skills to Different Domains • Personal and Social • Academic • Career and Vocation • Digital		
Name		**Grade & Section**	

I. Activity No.1: Who Am I?" Brainstorm Web

II. Objective: At the end of the activity, the learners will be able to organize key life experiences, common emotions, and environmental factors that influence their self-concept, decision-making, and responses to challenges through the creation of a structured "Who Am I?" Brainstorm Web (mind map).

III. Materials Needed: Pen and Paper

IV. Instructions:

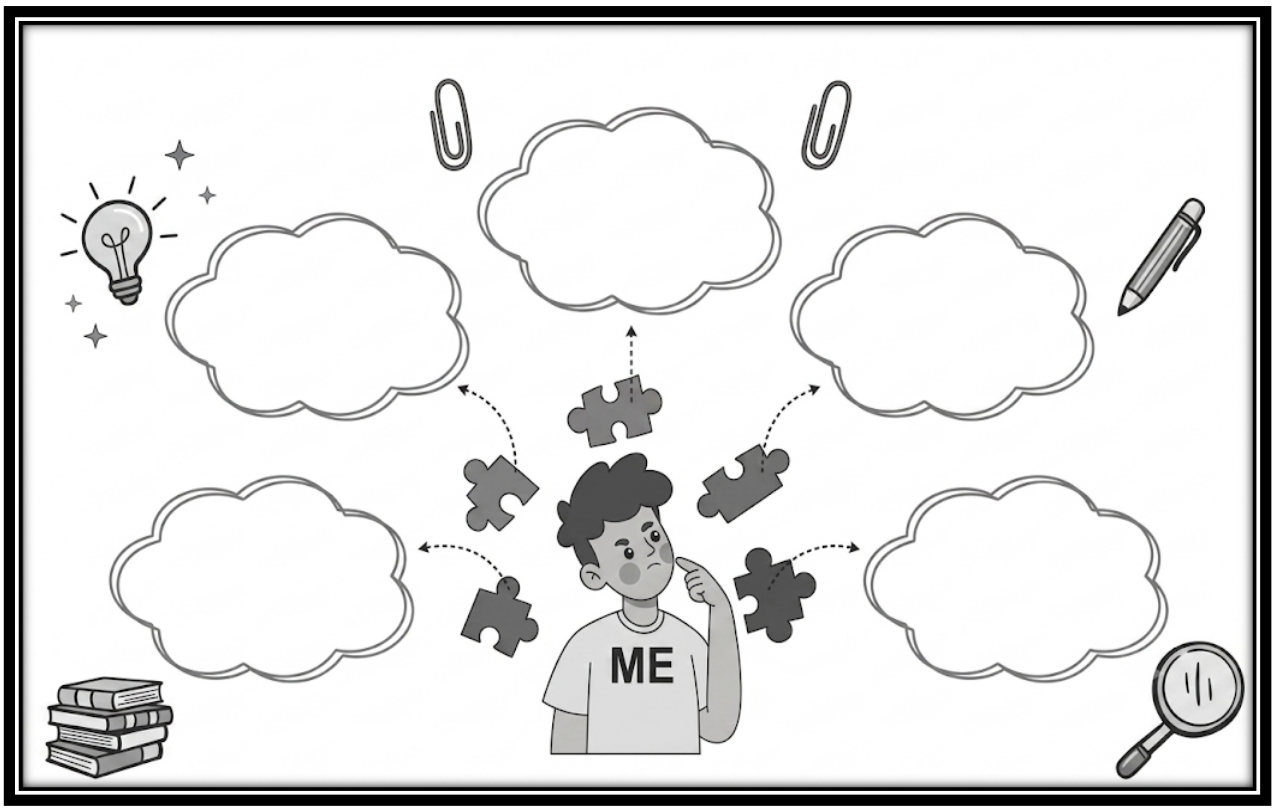
You will create a structured mind map with “Me” at the center. From the center, branch out into three key areas:

(a) Key Life Experiences that have shaped your self-view,

(b) Common Emotions that influence your decisions and actions, and

(c) Environmental Factors (home, peers, and online environments) that affect how you respond to challenges.

Use this activity to organize and reflect on the distinct factors that contribute to your self-awareness, self-acceptance, and personal growth.



Processing Questions:

1. How did one specific past failure or success change the way you view your capabilities? Choose to write about either an Academic or a Personal/Friendship experience.

   _____
   _____
   _____
   _____
   _____

2. When dealing with online drama or thinking about your future career, how do your most common feelings—like stress, anger, or excitement—influence your decisions? Choose one domain to focus on.

   _____
   _____
   _____
   _____
   _____

3. Which of your spaces—your home, your peer group, or your social media feed—makes it hardest for you to handle challenges positively? Why?

   _____
   _____
   _____
   _____
   _____

I. Activity No.2: Maya's Dilemma: Making Responsible Choices

II. Objective: At the end of the activity, you will be able to analyze a short story, identify the challenges faced by the main character, and express well-reasoned responses to guide responsible decision-making in real-life situations.

III. Materials Needed: Pen and Paper

IV. Instructions: Read and analyze the short story. After reading, carefully reflect on the situation and answer the processing questions in complete sentences.

Maya was a bright student, always at 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.

Processing Questions:

1. If you were in Maya's shoes, what decision would you make in this situation? Explain your answer.

   _____
   _____
   _____
   _____
   _____

2. What can Maya learn from this experience about balancing her social life and academic responsibilities?

   _____
   _____
   _____
   _____
   _____

3. What important factors should be considered when making a responsible decision in this situation?

   _____
   _____
   _____
   _____
   _____

4. How can Maya practice self-acceptance and stay true to her goals and values while dealing with pressure to fit in with popular students?

   _____
   _____
   _____
   _____
   _____

I. Activity No.3: Short Walk

II. Objective: At the end of the activity, learners will be able to use their five senses to observe their environment, identify specific sensory details, and reflect on how mindful observation can influence their mood and emotional well-being

III. Materials Needed: Pen and Paper

IV. Instructions:

1. Go on a short, guided walk in a park or school garden with your teacher.
2. While walking, observe your surroundings carefully and focus on what you can sense.
3. On your worksheet, list the following:
   a. Five (5) things you can see
   b. Four (4) things you can hear
4. Things you can smell, feel, and (if applicable) taste
5. After the activity, take a few minutes to reflect on how your mood changed before and after the walk.

Guide Questions:

1. What things did you see, hear, smell, and feel during the activity?

   _____
   _____
   _____

_____
_____

2. What is something you can taste right now as you use your senses to observe your surroundings?

_____
_____
_____
_____
_____

3. How did the activity affect your feelings or mood?

_____
_____
_____
_____
_____

4. How can you use this activity to help yourself when you feel stressed?

_____
_____
_____
_____
_____

I. Activity No.5: Multiple Choice

II. Objective: At the end of this activity, you will be able to demonstrate understanding of self-acceptance, emotional factors, and environmental influences by identifying correct concepts and applying them in real-life situations through a multiple-choice test.

III. Materials Needed: Pen and Paper

IV. Instructions: Read each question carefully and choose the letter of the correct answer**.** Write your answer in the space provided before each number.
Self-Acceptance & Emotion and Environmental Factors Test. Choose the correct answer for each question.

1. What does self-acceptance involve?
   A. Focusing only on your strengths
   B. Ignoring weaknesses and mistakes
   C. Only making decisions based on external approval
   D. Embracing all aspects of yourself, including emotions, strengths, weaknesses, and mistakes

2. Which of the following is a key difference between self-improvement and self-acceptance?
   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.

3. Which of these is an example of an emotional factor?
   A. Your home environment
   B. The presence of your friends
   C. Feeling nervous before a basketball game
   D. The noise level in your classroom

4. Your Friend is running for honors, struggling for a 2-point failure. She believes that she will no longer be on 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?
   A. You are doomed for life!
   B. Make an appeal to the teacher for a re-test
   C. Demand that the teacher change your score
   D. Look at the good scores that you had and average your quiz grade. Check if you will still be on the honor roll

5. Which of the following best represents the impact of emotion on decision-making?
   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.

6. In Jerom's story, what did he do to handle his nervousness during the basketball game?
   A. Ignored his feelings and tried to act confidently.
   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. The 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 does not affect emotions or decisions.
   B. Social media can influence self-esteem, opinions, and choices, often through comparisons 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.

I. Activity No.5: Agree or Disagree

II. Objective: At the end of this activity, determine the truthfulness of statements about self-acceptance, emotions, environmental influences, and decision-making by identifying whether each statement is true or false.

III. Materials Needed: Pen and Paper

IV. 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 does not applicable to you. After completing the test, review the answers to reflect on your understanding of self-acceptance.

1. Self-acceptance means embracing all aspects of yourself, including your mistakes and weaknesses.

2. Emotions always have a negative effect on our decision-making

3. Self-improvement is more important than self-acceptance for personal growth.

4. Your environment, like your friends or family, can influence your emotions and decisions.

5. Social media has no effect on how we feel about ourselves or make decisions.

6. Accepting yourself as you are right now can lead to a healthier mindset and better relationships with others.

7. It's easier to make decisions when you are aware of your emotions and how they affect your choices.

8. Feeling nervous or anxious before an event, like a presentation, can negatively influence your performance.

9. When you accept yourself, it's easier to accept others and build better relationships.

10. Emotions, such as fear or anger, never have a positive influence on decision-making.

LEARNING ACTIVITY SHEET (LAS)

Lesson Title/Topic:	Understanding the Nature and Dynamics of Social Relationships		
Name		**Grade & Section**	

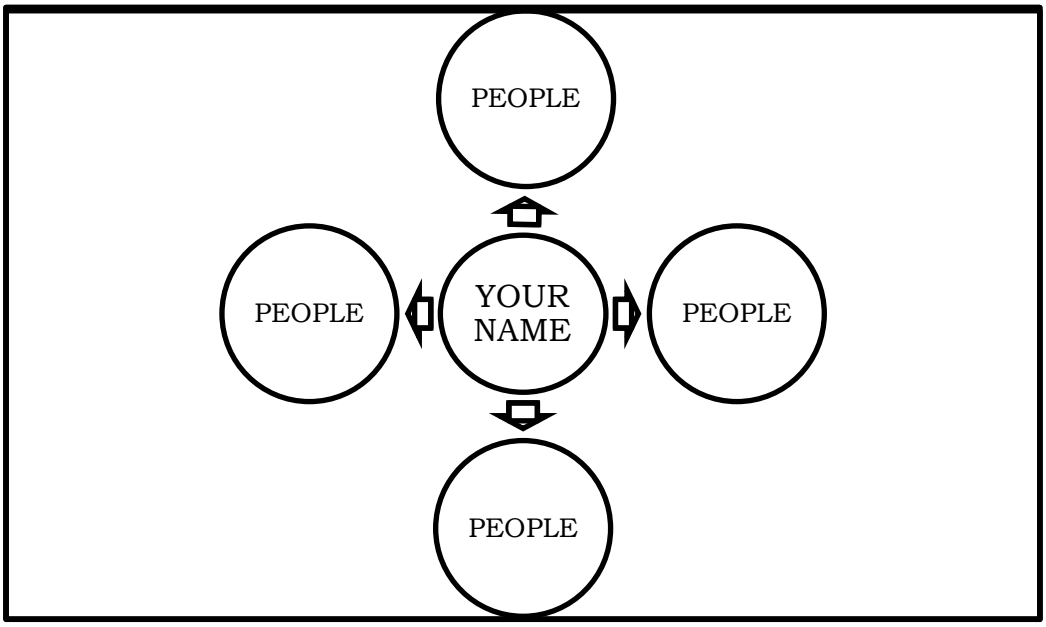
I. Activity Title: ***My World, My People: A Personal Concept Map*** **(Day 1)**

II. Objective(s): At the end of the activity, you will be able to identify your social influence in life.

III. Materials Needed: pen and paper

IV. Instructions:

1. Create a concept map to illustrate the significant people in your life. You may modify the style of your map.
2. Write your name in the center circle. In the surrounding circles, write the names of people who are important to you. Feel free to add more circles if needed.



Processing Questions:

1. Looking at your completed map, what is one specific thing you appreciate about the person closest to your center circle?
2. How do the different people on your map support you in different ways (e.g., who makes you laugh, who listens to your problems, who inspires you)?
3. If you were to show this map to the people on it, how do you imagine they would feel knowing they are part of your inner circle?

I. Activity Title: *Analyzing Relationship Dynamics Through Imagery* (Day 2)

II. Objective(s): At the end of the activity, you will be able to identify your social perception and social interaction in life.

III. Materials Needed: pen and paper

IV. Instructions: Study the images below and compare them.

Image 1



Image 2



Image 3



Processing Questions:

1. What can you say about the groups in the pictures?

2. Describe how they communicate with each other. Would you like to work with them? Why?

3. How would this group look five years from now if they maintained their communication style?

I. Activity Title: *Harmony Poster Collaboration* (Day 3)

II. Objective(s): At the end of the activity, you will be able to identify your social perception, social interaction, and cooperation in life.

III. Materials Needed: pen, coloring materials, and paper

IV. Instructions: Create a class poster that reflects good relationships. Identify the elements to be included in the poster. Carefully plan the poster parts. Afterwards, create a poster.

Processing Questions:

1. What message does your poster communicate?
2. How did your group decide on the design and content of the poster?
3. What did your group do to work together effectively and create a clear and visually appealing poster?

I. Activity Title: *Plaque of Appreciation* (Day 4)

II. Objective(s): At the end of the activity, you will be able to identify your social interaction, cooperation, intergenerational, and inter-group relationships in life.

III. Materials Needed: pen, coloring materials, and paper

IV. Instructions: Make a plaque of appreciation out of recycled materials to a person or group of persons who are significant in your life. Carefully craft the words that you will place on the plaque. Present this plaque.

Processing Questions:

1. How does it feel to create a plaque of appreciation?
2. How are the words on the plaque significant to you?
3. Why did you give this plaque of appreciation?
4. Why is it important to value significant people in our lives?

I. Activity Title: *A Letter of Reconciliation* (Day 5)

II. Objective(s): At the end of the activity, you will be able to identify your social interaction, cooperation, accommodation, competition, conflict, intergenerational, and inter-group relationships in life.

III. Materials Needed: pen, coloring materials, and paper

IV. Instructions: Identify a moment when you have caused pain to a friend or a relative. Examine the situation. Think of how this situation could become better. Afterwards, write a letter to that person apologizing for your actions.



LEARNING ACTIVITY SHEET (LAS)

Lesson Title/Topic:	Building Healthy Relationships: Balancing Well-Being and Conflict Resolution		
Name		**Grade & Section**	

I. Activity Title: "My Conflict & Collaboration Reflection Journal"
II. Objective(s): *At the end of the activity, you should be able to:*

1. Reflect on how your mental well-being affects the way you handle conflict and collaboration.

2. Identify strategies to respond more positively in future situations.

III. Materials Needed: pen and paper

IV. Instructions: Think about a recent situation where you were part of a conflict or collaborative project. Reflect on how your mental and emotional well-being influenced your actions and decisions. Then, answer the questions below honestly and thoughtfully.

Part 1: Personal Reflection

1. What was the situation? (Briefly describe the conflict or collaboration experience.)

_____

_____

_____

2. How did the situation make you feel mentally and emotionally?

_____

_____

_____

3. How did your mental well-being impact your response to the conflict or collaboration?

_____

_____

_____

_____

4. What strategies could you have used to improve the outcome?

_____

_____

_____

_____

Part 2: Moving Forward

Reflective Question:

What are the things that you can do if you disagree with someone? Be sure that you will be effective in managing the disagreement and not hurting the other person.

_____

_____

_____

_____

_____

_____

_____

_____

I. Activity: "Conflict Management Plan Presentation"

II. Objective(s): At the end of the activity, you should be able to create a "Conflict Management Plan" that promotes mental well-being and supports healthy relationships.

III. Materials Needed:

- Paper or notebook for drafting the plan
- Poster paper or cartolina (for poster presentation)
- Markers, crayons, or coloring materials (for creative design)
- Access to a computer or tablet (for slide deck presentation)
- Props or simple costumes (optional, for skit/role-play presentation)
- Rubric (provided by the teacher for self-assessment)

IV. Instruction: You may work individually or by pairs. Your task is to design a Conflict Management Plan based on a real or imaginary conflict. You will then present it using one of the following formats:

- Poster
- Slide Deck (PowerPoint, Google Slides, etc.)
- Short Skit or Role-play

Your Plan Should Include:

1. Conflict Scenario

Describe a real-life or hypothetical conflict.

It can be from school, family, or community.

✎ Write or sketch your scenario here:

_____

_____

_____

2. Mental Well-being and Conflict

Explain how mental health or emotions influence conflict and collaboration.

✎ Your analysis:

_____

_____

_____

3. Conflict Resolution Styles

Identify and describe the conflict resolution style(s) used or recommended (e.g., avoidance,

compromise, collaboration).

Your explanation:

_____

_____

_____

4. Negotiation/Mediation Strategy

Outline a step-by-step process to resolve the conflict through negotiation or mediation.

Your strategy:

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

5. Reflection

Reflect on how your plan can help build better relationships and support mental health.

Your reflection:

_____

_____

_____

_____

Presentation Format Choice: (✓ Check one)

□ Poster □ Slide Deck □ Skit/Role-play

Rubric: Conflict Management Plan Presentation

Criteria	**Beginning (1)**	**Developing (2)**	**Proficient (3)**	**Excellent (4)**
Understanding of Mental Well-being	Shows limited or no understanding	Mentions impact but lacks clarity	Explains with relevant examples	Clearly explains with insightful examples
Conflict Resolution Styles	No clear identification	Mentions a style with limited explanation	Identifies and explains one style	Accurately identifies and explains multiple styles
Negotiation/Mediation Strategy	No clear strategy	Vague or lacks coherence	Logical with some detail	Clear, logical, and effective with detailed steps
Creativity and Presentation	Disorganized or incomplete	Lacks clarity or engagement	Clear and organized	Highly engaging and well-organized
Reflection and Application	No reflection or connection	Minimal or unclear connection	Adequate with some insight	Thoughtful and connected to well-being and relationships

Total Score (out of 20):

Teacher's Feedback:

LEARNING ACTIVITY SHEET (LAS)

Lesson Title/ Topic:	**Effective Communication as a Core Interpersonal Skill** Applying Interpersonal Effectiveness at Home, School, and Community in the Philippine Context Effective Communication A. Verbal (language, clear messaging, mutual respect, negotiating) B. Nonverbal (sensitivity to the needs of others, recognizing social cues)		
Name		**Grade & Section**	

Activity No.1. "Where Have You Seen This?"

a. Objective:

a. Formulate a comparative reflection paper linking specific, real-life observations of interpersonal effectiveness across Filipino home, school, and community settings.

b. Materials Needed

Paper and pen

c. Instructions: Write one example of a time you either demonstrated or observed effective interpersonal behavior in:

a. Home	
b. School	
c. Community	

d. Reflection Questions

1. Think of a situation where your interpersonal effectiveness skills helped solve a problem or strengthen a relationship. What specific skills did you use, and how did they influence the outcome?
2. How might your relationships at home, in school, or in the community be different if people did not practice interpersonal effectiveness skills? Explain your reasoning.

Activity No: 2 (Option 1): Concept Mapping on Effective Communication as a Core Interpersonal Skill

I. Objective(s):

a. Identify key concepts related to effective communication as a core interpersonal skill.

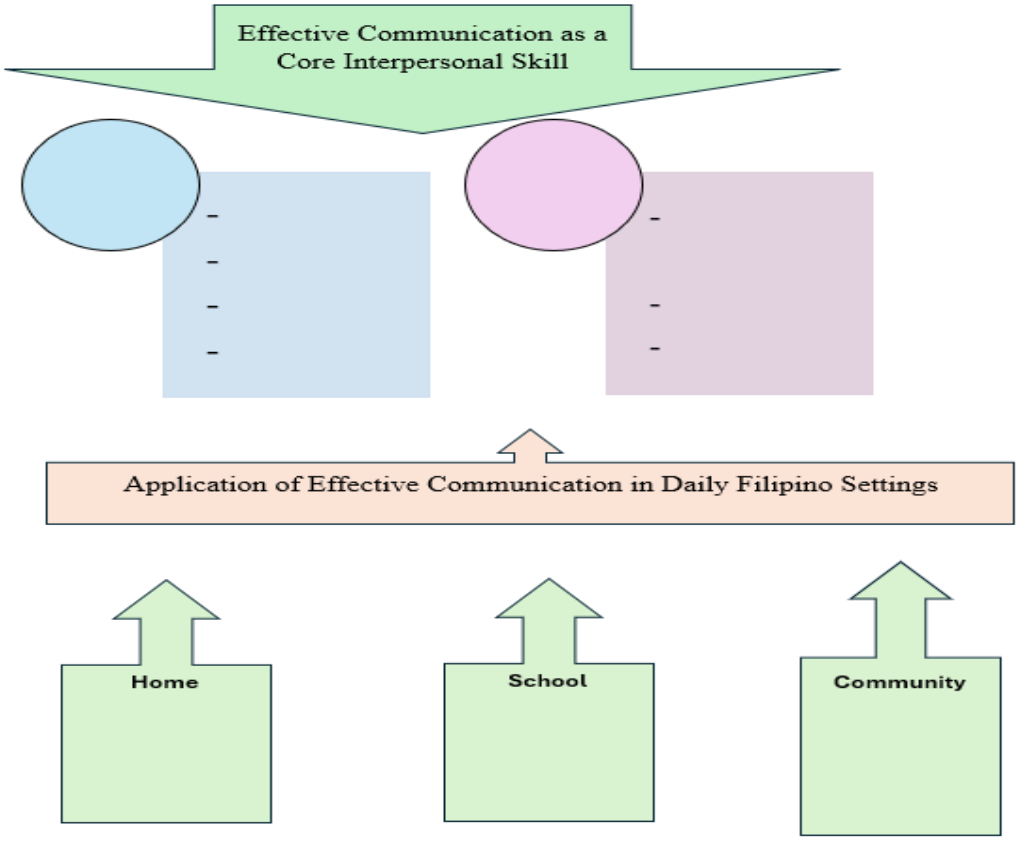
b. Organize understanding through a collaborative concept map.

II. Materials Needed

- Notes and handouts from previous lessons
- Optional: Digital tools for groups who prefer to do this online

III. Instructions:

1. Form a group of 4–5 members. Assign roles such as discussion leader, note-taker, illustrator/designer, and presenter.
2. Discuss the central concept: effective communication as a core interpersonal skill.
3. Create your concept map:
    - Place the main idea in the center of your paper or digital document.
    - Create branches for each key interpersonal skill discussed.
    - Add sub-branches with definitions, real-life examples, and how each skill helps in group settings.
    - Use arrows, colors, or symbols to make connections clear and engaging. (a sample is provided)



4. Share your experiences: As you map your ideas, contribute examples from past group work, class activities, or personal experiences that demonstrate these skills in action.
5. Summarize your insights: In your notebooks, individually write a summary including:
    - What is the role of effective communication in interpersonal effectiveness?
    - What is the difference between verbal and nonverbal communication?
    - How can we apply effective communication in social situations?
6. Present your concept map to the class and explain its key components.

IV. Reflection Questions

1. Evaluate the interpersonal skills discussed in your group. Which skill do you think has the greatest impact on successful teamwork, and what evidence or experiences support your choice?
2. Analyze how collaborating with your group influenced your understanding of interpersonal effectiveness and effective communication. What new insights did you gain that you might not have realized if you had worked alone?
3. Based on your concept map, how can you apply the principles of interpersonal effectiveness to improve your performance and relationships in future group activities? Give a specific example of how you would use these skills.

Rubric 1: Concept Mapping Activity

Criteria	4 - Excellent	3 - Proficient	2 - Developing	1 – Beginning
Content Accuracy & Completeness	*All key concepts are clearly identified and thoroughly explained with relevant examples.*	*Most key concepts are included and explained with appropriate examples.*	*Some key concepts are missing or partially explained.*	*Major concepts are missing or inaccurately presented.*
Organization & Structure	*Map is well-organized with clear connections and logical flow of ideas.*	*Ideas are mostly well-organized, and connections are mostly clear.*	*Organization is inconsistent; some links between ideas are unclear.*	*Map lacks clear organization; connections are confusing or missing.*
Creativity & Visual Presentation	*Visually engaging and creative use of colors, symbols, and layout enhances understanding.*	Includes some creative design elements that support understanding.	*Limited use of visual tools; presentation is basic but understandable.*	*Lacks creativity or clarity; visual presentation hinders understanding.*
Group Collaboration	*All group members participated actively and contributed meaningfully to the final output.*	*Most members contributed and showed teamwork throughout the task.*	*Uneven participation; a few members did most of the work.*	*Minimal collaboration; most work was done by one or two members.*
Application of Real-Life Examples	*Multiple relevant and insightful examples are integrated into the concept map.*	*Some relevant examples are included in supporting understanding.*	*Few or vague examples are present with limited relevance.*	*No real-life examples are included, or unrelated to the topic.*

Activity No: 2 (Option 2): Guided Exploration on Effective Communication as a Core Interpersonal Skill

I. Objective(s):

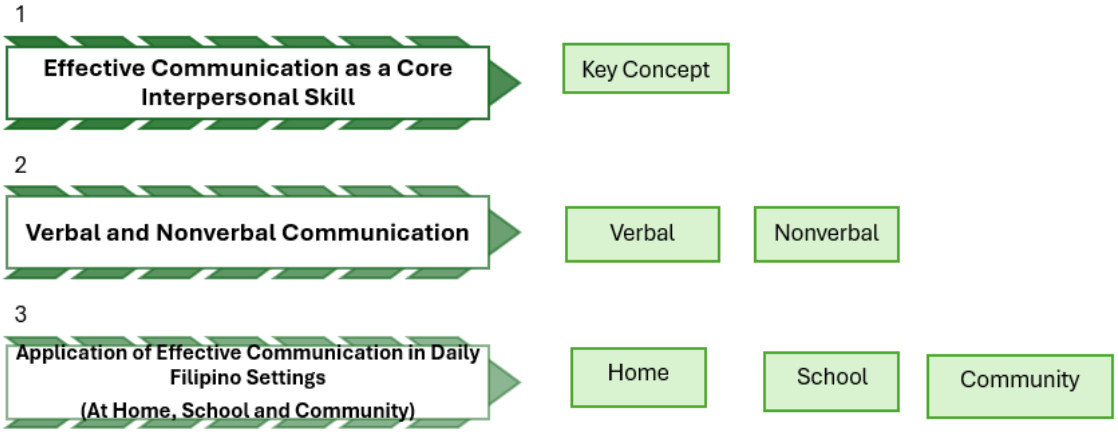
a. Identify key concepts related to effective communication as a core interpersonal skill.
b. Organize understanding through a collaborative concept map guided by the template.

II. Materials Needed

- Notes and handouts from previous lessons
- Optional: Digital tools for groups who prefer to do this online

III. Instructions:

1. Form a group of 4–5 members. Assign roles such as discussion leader, note-taker, illustrator/designer, and presenter.
2. Discuss the central concept: effective communication as a core interpersonal skill.
3. Create your concept map:
    - Place the main idea in the center of your paper or digital document.
    - Create branches for each key interpersonal skill discussed.
    - Add sub-branches with definitions, real-life examples, and how each skill helps in group settings.
    - Use arrows, colors, or symbols to make connections clear and engaging.



Steps	Guide Questions
Step 1: Define Key Concepts	a. What is interpersonal effectiveness? b. Why is interpersonal effectiveness important?
Step 2: Break Down the Components	a. What is the difference between verbal and nonverbal communication? b. Give examples of effective and ineffective interpersonal behaviors at home, school, and the community.
Step 3: Contextualize in Filipino Settings	a. What are the common Filipino values that show interpersonal effectiveness? b. How can we apply effective communication in attaining interpersonal effectiveness?

4. Share your experiences: As you map your ideas, contribute examples from past group work, class activities, or personal experiences that demonstrate these skills in action.
5. Summarize your insights: In your notebooks, individually write a summary including:

- What is the role of effective communication in interpersonal effectiveness?
- What is the difference between verbal and nonverbal communication?
- How can we apply effective communication in social situations?

6. Present your concept map to the class and explain its key components.

3. **Reflection Questions**

1. Evaluate the interpersonal skills discussed in your group. Which skill do you think has the greatest impact on successful teamwork, and what evidence or experiences support your choice?
2. Analyze how collaborating with your group influenced your understanding of interpersonal effectiveness and effective communication. What new insights did you gain that you might not have realized if you had worked alone?
3. Based on your concept map, how can you apply the principles of interpersonal effectiveness to improve your performance and relationships in future group activities? Give a specific example of how you would use these skills.

Refer to Rubric 1

Activity - Option 1. "Situational Map: Home, School, Community"

Objective:

a. Recall a personal experience or observation where interpersonal communication significantly impacted an interaction within a specific Filipino setting (home, school, or community).
b. Differentiate the communication needs, cultural nuances, and expectations unique to home, school, and community settings.
c. Analyze the outcome of the shared experience by pinpointing the specific interpersonal skill that led to its success or identifying the communication skill that could have averted a negative outcome.

Materials Needed

Paper and pen

Instructions: List or draw situations where communication makes a difference (positive or negative). Fill out the table below:

Social Situations					
Home		***School***		***Community***	
Positive	*Negative*	*Positive*	*Negative*	*Positive*	*Negative*

Reflection Questions:

1. What factors influenced your decision to classify that situation as negative, and how might another person view the same situation differently? Explain your reasoning.

2. Design a better way to handle the situation you identified. Which interpersonal effectiveness skills would you use, and how would they help achieve a more positive result for everyone involved?

Activity No.: Scenario Sorting Activity: "Match and Act"

Instructions:

a. Read the short scenarios and identify the settings (from home, school, and community).
b. Sort them into High interpersonal effectiveness or Low interpersonal effectiveness
c. Then, they suggest better verbal and nonverbal strategies for the "low effectiveness" ones.

	Scenario	**Setting**	**Effectiveness**
1	You raise your voice and walk out during a disagreement with your younger sibling.		
2	You calmly explain your side to your teacher after being misunderstood about a late submission.		
3	You ignore a neighbor who greets you because you're in a bad mood.		
4	During a group project, you listen actively and summarize others' points before giving them your own.		
5	Your parents ask about your day, but you reply with one-word answers while scrolling through your phone.		
6	You maintain eye contact and speak clearly while requesting barangay help for your youth event.		
7	A classmate is upset, and you say "Okay, whatever" and walk away.		
8	You thank your lola for preparing lunch and ask how you can help with a smile.		
9	You join a barangay clean-up but complain loudly about the heat the whole time.		
10	You clarify misheard instruction in a respectful tone during a group meeting.		

Suggestions:

_____
_____
_____

V. Assessment

I. Multiple Choice (1 point each)

Write the letter of the correct answer on your answer sheet.

1. _____ What is the best definition of interpersonal effectiveness?

A. Avoiding conflict by staying silent
B. Controlling how others think or act
C. Interacting with others clearly and respectfully
D. Expressing your opinions without listening to others

2. _____ Which Filipino value refers to working together for a shared community goal?
A. Paggalang B. Pakikisama C. Bayanihan D. Pakikipagkapuwa-tao
3. _____ Which of the following shows ineffective communication at school?
A. Participating actively in group discussions
B. Blaming others when work is incomplete
C. Listening to the teacher before responding
D. Asking questions politely
4. _____ Which gesture best demonstrates paggalang?
A. Eyebrow raise B. Smiling at a friend
C. Saying "po" and "opo" D. Shaking hands with a teacher
5. _____ What should you do if you disagree with a sibling at home?
A. Walk away and ignore them B. Yell until they agree with you
C. Listen and suggest a compromise D. Post about the issue on social media

II. Identification (1 point each)
Write the correct answer.
6. _____ Filipino value that means treating others as fellow human beings.
7. _____ Common Filipino nonverbal gesture that shows respect to elders.
8. _____ Barrier that happens when a message is misunderstood due to tone or unclear words.
9. _____ Speaking with courtesy and appropriateness in different settings is part of this skill.
10. _____ A respectful way to ask for help in Filipino.

III. True or False (1 point each)
Write T if the statement is true and F if it is false.
11. _____ Saying "Why do I always have to do everything?" is a clear and effective message.
12. _____ Active listening means waiting for your turn and acknowledging others' views.
13. _____ Sarcasm is often helpful when resolving conflict.
14. _____ Online communication can lead to miscommunication due to lack of nonverbal cues.
15. _____ "Kap, maaari po ba kaming humingi ng tulong?" is a respectful way to talk to a barangay official.

IV. Short Answer (3 points each)
Answer 2–3 sentences.
16. Why is interpersonal effectiveness important in your daily life as a student?
17. How can you show effective communication at home when expressing concern to your parents?
18. What are two ways to improve your interpersonal skills when working on a group project at school?
V. Situational Essay (5 points)
Choose one of the following situations. Write 5–7 sentences. Use respectful and effective communication.
A. A classmate is not contributing to a group project. How would you address the issue?
B. You want to join a barangay youth clean-up drive, but your parents are unsure about it. How would you convince them respectfully?

LEARNING ACTIVITY SHEET (LAS)

Lesson Title/Topic:	Relational Harmony		
Name		**Grade & Section**	

I. Activity Title: *Song Interpretation* (Day 1)

II. Objective(s): At the end of the activity, you will be able to relate experiences that show the importance of relational harmony

III. Materials Needed: pen and paper

IV. Instructions: Watch the video titled "Sana" by Imogen, which can be accessed through https://www.youtube.com/watch?v=7p_HUxOVr4w. After watching, write your favorite line and interpret what values are presented in those lyrics.

I. Activity Title: Experience Log (Day 2)

II. Objective(s): At the end of the activity, you will be able to determine life skills, principles, and practices of relational harmony and relate experiences that show the importance of relational harmony

III. Materials Needed: pen, coloring materials, and paper

IV. Instructions: The learners will log their personal experiences over the last 7 days regarding the values written in the template.

Values that Strengthen Relationships	Personal Experience
Empathy	
Pro-social Behavior	
Other-Centeredness	
Pakikipagkapuwa	
Compassion	
Fairness	
Kindness	
Collaboration	

Processing Questions:

1. Which of these values—empathy, pro-social behavior, other-centeredness, *pakikipagkapwa*, compassion, fairness, kindness, or collaboration—have you personally practiced in a meaningful way?
2. Can you recall a moment when someone demonstrated one of these values toward you?
3. What challenges have you faced in embodying these values?

I. Activity Title: *Harmony Poster Collaboration* (Day 3)

II. Objective(s): At the end of the activity, you will be able to determine life skills, principles, and practices of relational harmony and relate experiences that show the importance of relational harmony

III. Materials Needed: pen, coloring materials, and paper

IV. Instructions: Create a class poster that reflects good relationships. Identify the elements to be included in the poster. Carefully plan the poster parts. Afterwards, create a poster.

Processing Questions:

1. What is the poster about?
2. How did you create the poster?
3. What did the class do to make the poster well-drawn?

I. Activity Title: Kindness Jar (Day 4)

II. Objective(s): At the end of the activity, you will be able to determine life skills, principles, and practices of relational harmony and relate experiences that show the importance of relational harmony.

III. Materials Needed: pen, coloring materials, and paper

IV. Instructions: Fill a jar with strips of paper that contain random acts of values that build interpersonal relationships, such as:

a. Tell a positive joke to a classmate
b. Compliment a classmate
c. Help a classmate in need
d. Share lunch with a classmate
e. Spend time with a friend
f. Help teacher
g. Send an appreciation card to your friends or teachers

Processing Questions:

1. How did you feel while doing random acts of kindness?
2. How did the other person feel when you did the act of kindness?
3. How will these random acts of kindness affect class relations if these are continuously practiced?

I. Activity Title: *Write what is Right* (Day 5)

II. Objective(s): At the end of the activity, you will be able to determine life skills, principles, and practices of relational harmony and relate experiences that show the importance of relational harmony.

III. Materials Needed: pen, coloring materials, and paper

IV. Instructions: The learner will choose one of the Relational Harmony values and think of a person who best represents those values. The learner will make a 3-paragraph essay on why this person modelled this value and how they can/adopt this. The learner may add “receipt” or any evidence that proves their/claim. He/she may post his/her resume while reading the essay.

LEARNING ACTIVITY SHEET (LAS)

Lesson Title/Topic:	Enhancing Social Interaction via Group and Rhythmic Activities		
Name		**Grade & Section**	

I. Activity Title: Social Interaction Scoreboard

II. Objective(s):

Learners will be able to:

1. *Record* specific behavioral indicators during physical activity.
2. *Compute* ratios and percentages to quantify cooperation and conflict.
3. *Interpret* these numerical findings to explain the team's overall social effectiveness.

III. Materials Needed

Recording sheets or scoreboards, Pens or pencils, Calculator (optional), Whiteboard / Manila paper / Cartolina, Markers

IV. Instructions

Task

Learners will quantify aspects of teamwork and social interaction during a group activity, then analyze the results to understand how numbers reflect interpersonal effectiveness.

Form Groups: Ask volunteers and form 2 groups with 6 members.

Choose Activity: Each group participates in a short team sport or Filipino game (e.g., Patintero, basketball mini-game, or Tumbang Preso).

Assign Recorders: The rest of the class will record the events such as Supportive comments, Instances of cooperation, Conflicts or disagreements, Successful plays/moves

Compute Totals: At the end of the activity, groups calculate:

- Total supportive comments vs. conflicts
- Percentage of cooperative actions vs. individual action
- Ratio of successful plays to errors

Present Findings: Each group shares their numbers with the class and explains what the data reveals about their teamwork and communication.

Social Interaction Scoreboard – Recording Sheet

Group Name: _____

Game/Activity: _____

Date: _____

Part 1: Observation Tally

Indicators	Tally (✓)	Total
Supportive Comments		
Cooperative Actions		
Conflicts/Disagreements		
Successful Plays/Moves		
Errors/Mistakes		
Individual (Solo) Actions		

Part 2: Computation

Supportive Comments vs. Conflicts
- Supportive Comments: _____
- Conflicts: _____

Percentage of Cooperative Actions vs. Individual Actions
- Cooperative Actions: _____
- Individual Actions: _____
- Percentage of Cooperation: _____%

Ratio of Successful Plays to Errors
- Successful Plays: _____
- Errors: _____
- Ratio: _____: _____

Processing Questions:

What did the numbers show about your group's teamwork?

_____
_____
_____

Did supportive communication increase successful plays?

_____
_____
_____

How can quantifying social interaction help us improve group dynamics?

_____
_____
_____

I. Activity Title: Who's Who Bingo

II. Objective(s):

Learners will be able to:

1. Identify personal experiences and traits related to team sports and *Laro ng Lahi*.
2. Analyze how positive traits like teamwork, respect, and communication enhance group dynamics and game participation.

III. Materials Needed

Bingo Cards, Pens or pencils, Digital Random Selector, Projector/ Laptop / Mobile Device, List of Traits/Statements, Reference list for the teacher to verify answers, Prizes or small rewards (optional)

IV. Instructions

Distribute bingo cards.

- Each box contains a description linked to sports participation or traits shown in either team sports or traditional Filipino games.

Examples:

- ✓ "Plays a team sport regularly such as volleyball or basketball."
- ✓ "Grew up playing Patintero or Tumbang Preso."
- ✓ "Knows the rules of a laro ng lahi."
- ✓ "Has joined a sports tournament."
- ✓ "Is a good team communicator."
- ✓ "Plays fair and follows game rules."
- ✓ "Encourages teammates."
- ✓ "Loves teaching others how to play a game."

- The teacher will utilize a digital random selector to facilitate the bingo draw, alongside a display of the target pattern to be filled.
- The winner of the activity will discuss the traits listed on their completed bingo card.

Teamwork & Sports Traits Bingo

Name: _____

Date: _____

Instructions:

- Mark each box when it is called and applies to your experience.
- Follow the pattern given by the teacher (e.g., straight line, X, blackout).
- Be ready to explain the traits when you get BINGO!

B	I	N	G	O
Plays a team sport regularly	Encourages teammates	Knows rules of a *laro ng lahi*	Plays fair and follows rules	Has joined a sports tournament
Loves teaching others how to play	Grew up playing *Patintero or Tumbang Preso*	Is a good team communicator	Enjoys group games	Shows respect to opponents
Demonstrates teamwork	Supports teammates during games	⭐ FREE SPACE ⭐	Communicates clearly in games	Helps solve team conflicts
Shows leadership in games	Follows instructions well	Participates actively	Shares ideas with team	Displays sportsmanship
Enjoys Filipino traditional games	Listens to teammates	Works well in a group	Stays positive during the game	Tries their best in activities

Processing Questions:

What new information did you discover about your classmates through the bingo activity?

_____

_____

Which teamwork or sports trait do you think is most important, and why?

_____

_____

How can these positive traits help improve teamwork and cooperation in games or group activities?

_____

_____

I. Activity Title: Concept Mapping on "Interpersonal Effectiveness through Social Interaction in Group Activities."

II. Objective(s):

Demonstrate an understanding of interpersonal effectiveness by identifying core team skills, mapping their real-world applications within a collaborative group setting, and synthesizing these insights into an individual written summary.

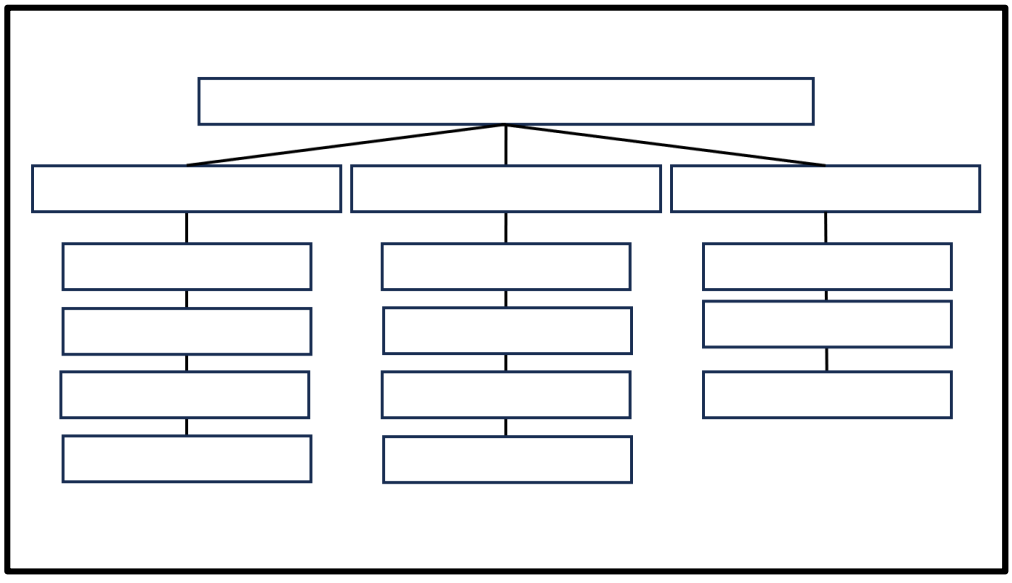
III. Materials Needed

Paper or pre-drawn concept map template. Pens or markers (colored if available), Notes and handouts from previous lessons

IV. Instructions

1. Form a group of 4–5 members. Assign roles such as discussion leader, note-taker, illustrator/designer, and presenter.
2. Discuss the central concept: "Interpersonal Effectiveness through Social Interaction in Group Activities." Start by brainstorming the core ideas involved—these may include skills like communication, cooperation, responsibility, respect, empathy, and fulfilling roles in a team.
3. Create your concept map:
   - Place the main idea in the center of your paper or digital document.
   - Create branches for each key interpersonal skill discussed.
   - Add sub-branches with definitions, real-life examples, and how each skill helps in group settings.
   - Use arrows, colors, or symbols to make connections clear and engaging.
4. Share your experiences: As you map your ideas, contribute examples from past group work, class activities, or personal experiences that demonstrate these skills in action.
5. Review your map together: Make sure it clearly shows how the skills are connected and why they are important for effective teamwork.

Sample Concept Map



6. Summarize your insights: In your notebooks, individually write a short summary including
   •What is interpersonal effectiveness?

_____
_____
_____

- What are the most important skills discussed?

_____
_____
_____

- Why are these skills essential in group activities?

_____
_____
_____

7. Present your concept map to the class and explain its key components.

I. Activity Title: Small Group Challenge – Team Puzzle (School Club Schedule Mix-Up)

II. Objective(s):

By the end of this activity, students will be able to

1. Accurately solve a club schedule logic puzzle using systematic reasoning and teamwork.
2. Fulfill specific group roles (Leader, Timekeeper, Recorder, Checker, Presenter) while maintaining respectful, inclusive communication.
3. Present the group's collaborative process, identifying the specific interpersonal skills that led to their success.

III. Materials Needed

Printed puzzle handout: "School Club Schedule Mix-Up", Pen/pencil, Scratch paper for brainstorming, Timer or stopwatch, Reflection sheet (optional)

IV. Instructions

1. Form Your Team and Assign Roles:
   In your group of 4–5 members, assign the following roles:
   - Leader – keeps everyone focused and involved
   - Timekeeper – manages the time and reminds the group to stay on track Recorder – writes down group decisions and key points
   - Checker – double-checks the group's answers and logic
   - Presenter – shares your final answer and teamwork experience with the class

2. Understand the Puzzle Challenge:
   You will be given a logic problem about a school club schedule that got mixed up. Read the instructions and clues carefully. If you're unsure about anything, ask your group members or the teacher for help. Make sure everyone understands the task.

3. Work Together to Solve the Puzzle: Use your group roles and communicate clearly. Be respectful, ask questions, and explain your thinking. Your goal is not only to solve the puzzle but to work as a team—support each other, manage time well, and stay focused.

4. Reflect on Your Group Process:
   - After the puzzle is completed, take a few minutes to talk with your team: What helped your group work well together?

_____
_____
_____

   - Did you face any disagreements or confusion? How did you solve them?

_____
_____
_____

   - How did each role contribute to the group's success?

_____
_____
_____

5. Present Your Solution and Experience: Your Presenter will share the group's final answer and describe how the team worked together. Be sure to mention the interpersonal skills you used (like listening, cooperation, patience, or problem-solving).

Criteria	4 - Excellent	3 - Proficient	2 - Developing	1 - Beginning
Role Fulfillment	Students consistently and actively performed their assigned role and helped others stay on task.	Students performed their assigned role with minimal teacher reminders.	Students performed their role inconsistently or required teacher support.	Students rarely engaged in their assigned role and needed constant redirection.
Group Collaboration	The group worked together respectfully and efficiently; all voices were heard.	The group collaborated well with only minor issues in sharing or focus.	The group had noticeable issues with cooperation or equal participation.	The group struggled to work as a team, experiencing frequent conflicts or disengagement.
Communication & Interaction	Communication was clear, respectful, and always supportive.	Communication was mostly respectful and helped move the task forward.	Communication lacked clarity or was sometimes off-task.	Communication was unclear, ineffective, or disruptive.

Puzzle Completion	The puzzle was solved accurately within the time limit; logic and teamwork were evident.	The puzzle was completed with few errors, showing good effort and cooperation.	The puzzle was attempted but contained major errors or incomplete logic.	The puzzle was not completed, and the team did not demonstrate effort.
Reflection & Presentation	The team presented a clear solution and a thoughtful reflection on the group process and skills used.	The team presented a good solution and shared basic insights on teamwork.	The team presented a basic solution with limited reflection or an unclear explanation.	The team provided minimal explanation or reflection during sharing.

I. Activity Title: Recreation Revolution: Your Blueprint for Community Fun

II. Objective(s):

By the end of the activity, the students will be able to:

1. Analyze individual performance and personal growth milestones by providing specific examples at designated carousel stations.
2. Critique collaborative team dynamics, identifying both successful strategies and areas for teamwork improvement.
3. Formulate a cohesive, evidence-based overall reflection statement that clearly defines their primary learning takeaway from the project.

III. Materials Needed

Scenario handout (see below), Paper and pens or digital devices for planning Optional: props or visuals for presentations

Scenario:

"Your community center wants to organize a "Fun and Healthy Day" event to promote physical activity, relaxation, and social interaction among residents of all ages. Your group has been tasked to design the event program, including a variety of recreational and rhythmic activities."

IV. Instructions

1. Form groups of 4-5 students.
2. Analyze the scenario:
   - Identify different types of recreation (active/passive, indoor/outdoor) to include.
   - Choose rhythmic activities from the categories: fundamental, creative, dramatic, structured dance, and aerobic dance.
3. Plan the event program:
   - List at least 3 active and 3 passive recreation activities.
   - Include at least 2 rhythmic activities, specifying their type and why they are suitable.
   - Decide which activities will be indoors and which outdoors.

- Consider the social and physical benefits of each activity.

4. Prepare a brief presentation:
   - Explain your choices and how the event promotes health, social skills, and enjoyment.
5. Present to the class:
   - Share your event plan and ask questions from your peers.

Rubric for Presentation:

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Active Activities (3)	All relevant, creative	All relevant	2 relevant	1 or none relevant
Passive Activities (3)	All relevant, creative	All relevant	2 relevant	1 or none relevant
Rhythmic Activities (2, typed)	Both correct, explained	Both correct	1 correct	None or incorrect
Indoor/Outdoor Classification	All correct, justified	All correct	1-2 errors	Many errors
Benefits Explanation	Clear, insightful	Clear	Somewhat clear	Unclear or missing
Presentation	Engaging, clear, organized	Clear, organized	Somewhat clear	Unclear or disorganized

1. How did your group choose and balance the different types of activities for the event?

_____

_____

_____

2. What benefits do you think these activities will bring to the participants?

_____

_____

_____

3. What challenges did your group face during planning, and what did you learn from working together?

_____

_____

_____

I. **Activity Title:** Project Reflection Carousel
(Note: Phase 9 of the Integrative Performance Task for Term 1)

II. Objective(s):

By the end of the activity, students will be able to evaluate their individual performance, collaborative dynamics, and personal growth during the project by completing an 8-station reflection carousel and articulating a core takeaway in an overall reflection statement.

III. Materials Needed

Reflective Questions posted in the 8 stations in the classroom, Learning Activity Sheet

IV. Instructions

Part 1: Individual Reflection Stations (Carousel Style)

- Divide the class into 8 stations (one per reflection question).
- Each station contains one question from the reflection list.
- Students rotate through the stations every 3–5 minutes.
- At each station, students write a short response to their worksheets.

Station 1 – My Role
What was your assigned role in the project, and what tasks were expected of you?
Station 2 – My Contribution
How did you carry out your responsibilities and contribute to the project?
Station 3 – Teamwork Experience
How did you work with your group? Give examples of communication or cooperation.
Station 4 – Challenges and Solutions
What difficulties did you encounter? How did you respond?
Station 5 – Most Meaningful Task
Which activity did you find most meaningful or challenging? Why?
Station 6 – Self-Discovery
What did you learn about yourself?
Station 7 – Improvements
If you could improve the project, what would you change? Why?
Station 8 – Future Application
What learnings can help you in the future? How?

Station	Guide Question	Reflection
Station 1 – My Role	What was your assigned role in the project, and what tasks were expected of you?	
Station 2 – My Contribution	How did you carry out your responsibilities and contribute to the project?	
Station 3 – Teamwork Experience	How did you work with your group? Give examples of communication or cooperation.	

Station 4 – Challenges and Solutions	What difficulties did you encounter? How did you respond?	
Station 5 – Most Meaningful Task	Which activity did you find most meaningful or challenging? Why?	
Station 6 – Self-Discovery	What did you learn about yourself?	
Station 7 – Improvements	If you could improve the project, what would you change? Why?	
Station 8 – Future Application	What learnings can help you in the future? How?	

Overall Reflection:

Looking at your answers, what is the most important lesson you gained from this project experience?