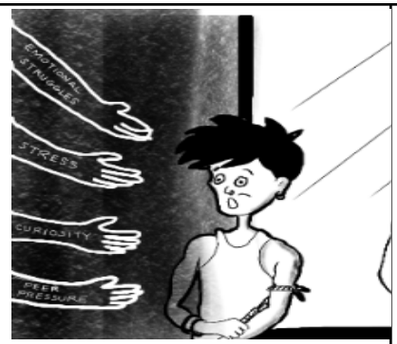
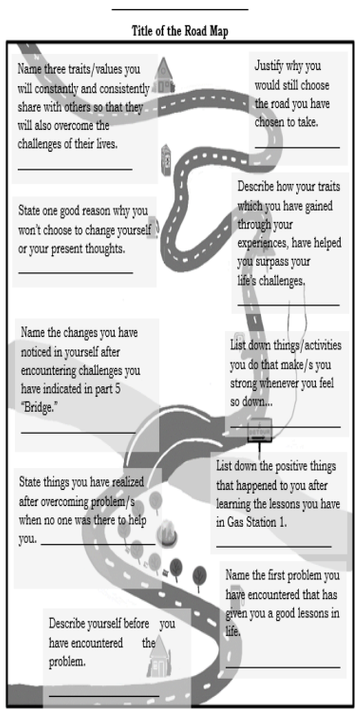
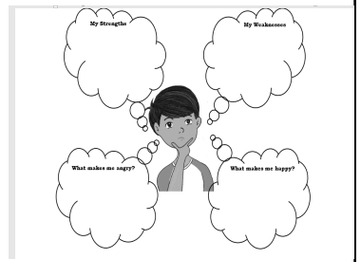
GRADES 1 to 12 DAILY LESSON LOG	School:	EsPMATIC GROUP 1	Grade Level:	
	Teacher:		Learning Area:	
	Teaching Dates and Time:	February 07-	Quarter:	

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learners j an understanding of himself/herself during middle and late adolescence				
B. Performance Standards	The learners shall be able to conduct self-exploration and simple disclosures				
C. Learning Competencies/Objectives	Explain that knowing oneself can make a person accept his/her strengths and limitations and dealing with others better. EsP_PD11/12KO-Ia-1.1		Share his/her unique characteristics, habits, and experiences. EsP_PD11/12KO-Ia-1.2		
II. CONTENT / TOPIC	**Knowing and Understanding Oneself during Middle and Late Adolescence Topic: Exploring One's Strengths and Limitations**	**Knowing and Understanding Oneself during Middle and Late Adolescence Topic: Self Concept**	**Knowing Oneself – Characteristics, Habits, and Experiences**	**Knowing Oneself – Characteristics, Habits, and Experiences**	
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	Page 2-4				
2. Learner's Materials pages	Page 1-3				
3. Textbook pages					
4. Additional materials from LRMDS portal					
B. Other Materials					
IV. PROCEDURES					
A. Introduction	At the end of the lesson, the learners are expected to: 1. explain that knowing themselves can make persons accept their strengths and limitations and deal with others better; 2. identify individual strengths and limitations through self-inventory	At the end of the lesson, learners will: 1. Identify what is self concept 2. Differentiate id, ego and superego 3. Describe the internal conflict between the id, ego and super ego	At the end of the lesson, learners will: 1. Share unique characteristics, habits and experiences 2. Understand one's self to pave way self-acceptance and better relationship with others	At the end of the lesson, learners will: 1. Share unique characteristics, habits and experiences 2. Understand one's self to pave way self-acceptance and better relationship with others	

	3. reflect on how to improve oneself Learners will answer the pre-test. (See attach page) **KNOWING YOUR SELF** Start knowing yourself better. Kindly work with a partner *(anyone who is available to give you some assistance)* and assess how well you know yourself by listing down your values, characteristics and/or traits using the *Four Quadrants of Oneself*. *(Be guided by the instructions below.)* Be able to discuss to your teacher/guide or partner/buddy the result of this activity using your output. I. Values you know well you possess II. Values you and others knew you possess III. Values you and others hardly knew you possess IV. Values others knew well you possess (See attach activity sheet) **Guide Questions:** The teacher will asks the learner to discuss his/her output by sharing the insights he/she has gained during his/her dyadic exchange or consultation with his/her	4. Analyze situation related to id, ego and superego **RECAP** Briefly discuss the principles and concepts of the famous philosophers. 1. "Knowing others is intelligence; knowing yourself is true wisdom. Mastering others is strength; mastering yourself is true power." - Lao Tzu _____ _____ _____ _____ 2. "Knowing yourself is the beginning of all wisdom." - Aristotle _____ _____ _____ _____ Motivation	3. analyze situation to make better decision **SPIN A WHEEL** The teacher will choose learner/s who will answer the questions through spinning the wheel. 	3. analyze situation to make better decision The teacher will continue the discussion of the previous lesson.	

	peers. You may ask the following questions: 1. How do you feel listing down your traits in the first quadrants? 2. What makes you write those traits in those quadrants? 3. How do you find the answers of your peer regarding your trait? 4. How does it feel that others are not aware that you possess some of the traits you have? 5. How well do you know yourself now? Can you describe yourself based on what you have learned from the first activity?				
B. Development	**Activity: SELF-CONCEPT INVENTORY** A. Take a look at your own self-concept and answer the following self-concept inventory in your journal. Give yourself a rating using the scale: 0 = very weak; 1 = weak; 2 = somewhat weak/somewhat strong; 3 = strong; 4 = very strong 1. (See attach work sheet)	**a. EDITORIAL CARTOON ANALYSIS** The learner will study the editorial cartoon below and answer the questions that follow.	**RATING MYSELF** One of the most common self-report measures of self-esteem is the Rosenberg Self-Esteem Scale. Indicated below is a list of statements dealing with your general feelings about yourself. Kindly encircle your answer on how strongly you agree or disagree with each statement. (See attach work sheet) As the teacher, will assist and explain to	**DEEPENING OF UNDERSTANDING** The teacher will deepen the understanding of the learners about the topic using video presentation.	

	B. The teacher will make a collaborative and interactive discussion of the topics using power point and video presentation. ● Self-Development ● Self-Concept	 Guide Questions: 1. What do you think is the message of the cartoon? Do you agree with the cartoonist? 2. How would you describe the thought of the cartoonist toward adolescents? **VIDEO PRESENTATION** Sigmund Freud: Id, Ego and Superego Source: https://youtu.be/KOCt_-0EO5Y	learners the scoring in Rosenberg Self-Esteem Scale. *Scoring:* *Items **2, 5, 6, 8, 9** are reverse scored.* *Give "Strongly Disagree" 1 point, "Disagree" 2 points, "Agree" 3 points, and "Strongly Agree" 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.* Teacher will make an interactive and collaborative discussion using PowerPoint presentation.		
C. Engagement	**Activity: Road Map** Now that you have a better grasp of yourself, you are to do this activity. Recall the most important event/s of your life which you believe to have helped you discover yourself more. Complete the road map	**Activity 1 – FIXED ME** Directions: The learners will be divided into four groups. Each group will be given strips of paper where definitions of the given terms are written. The first group who can fixed the jumbled words will be the winner and will receive 25 points, other groups will receive points	**Activity: Some "One" Dear** You learned from the previous text that *Self* is a "Reflective Project". We do reflective assessment, and we keep on trying to change ourselves for what we think is the best. Big part of the reflecting process are considerations like how you think people	**Activity: Sharing-Is-Caring** This time, you will have an idea of how well your family members know you by letting each them write what they think your strengths and weaknesses are, as well as, what they think makes you angry and happy. After the given time, look for the	

	below. Consider the instructions given. Select learners will present their output in the class and ask the feedback of other students.  	depending on the terms they will finish. 1. Self 2. Knowing Thyself 3. Id 4. Ego 5. Superego	perceive you. However, sometimes you could get so caught up with a lot of things that you tend to fail to project yourself formally and actually to others. This activity will open the chance for you to tell everything that you want to say to a person dear to you. You are tasked to create a letter for someone that matters to you. Share all your learnings, your discovered characteristics, habits, and experiences that you failed to tell him/her before. (See attach work sheet)	common answers and discuss the result with them and with your teacher.  *The teacher will ask the learner to discuss his/her output by sharing the result and his/her insights with the activities.* *Guide questions:* *1. What are the common answers of your family members?* *2. What do you think is/are the reason/s for their answers?* *3. How does it feel that others know you that way?* *5. How well do you know yourself now? Can you describe yourself based on what you have realized from the activity?*	

	(See attach work sheet, Road Map)				
D. Assimilation	**Directions:** Based on the last activity, make your own reflection about your strengths and limitations and dealing with others and how are you going to improve it.	**Short Quiz:** **Multiple Choice.** Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.	**Modified True or False** Write TRUE if the statement is correct. If the statement is wrong, change the underlined word/s with the correct answer. Write your answer in a separate sheet. Write your answer in a separate sheet. 1. Self-esteem is your evaluation of your own worth. 2. There are factors to identify the level of self-esteem of an individual namely: own appearance; how satisfied you are in a relationship; and how you view your performance. 3. Self-Identity is your belief on your own abilities. 4. There are five (5) different ways that influenced self-efficacy beliefs. Those are Performance Experiences, Vicarious Performances, Verbal	**Time-To-Decide** You will need four other individuals to do this task to make a group of five. It may be your siblings, parents, neighbors, etc. You are to imagine the following scenarios. Make sure that each member of the group contributes on your decision-making process. (See attach work sheet)	1.

			Persuasion, Literal Performances, and the Affective States & Physical Sensations 5. There are three (3) categories on how we reflect to improve ourselves, these are: Self as Social Actor, Self as Conscience Agent, and Self as Autobiographical Author. 6. In Self, an individual, is expected to act and decide on his/her own. 7. Most people tend to decide based on the intuitions and available information that could be a hindrance in making a wise decision. 8. *Six Steps on How to Make a Rational Decision*: Define the Problem, Identify the criteria necessary to judge the multiple options, Weight the criteria, generates alternatives, rate each alternative on each criterion,		

			and change the optimal decision.		
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation					
B. No. of learners who require additional activities for remediation					
C. Did the remedial lessons work ? No. of learners who have caught up with the lesson					
D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well ? Why did this work ?					
F. What difficulties did my principal or supervisor can help me solve ?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers ?					