

LESSON PLAN TEMPLATE	
Lesson Title	Understanding and Strengthening the Self: Navigating Late Adolescence to Early Adulthood
Learning Area/s	Life and Career Skills
Name of Teacher/s	DEPED TAMBAYAN PH
Grade Level and Section	Visit www.depedtambayanph.net for more teacher resources.
No. of Sessions	4 Sessions (1 Week)
References	Lesson Exemplar (LE), Learning Activity Sheets (LAS)
Declaration of AI use	This lesson plan was co-created using Gemini AI to assist with unpacking competencies into a 4-session learning design, structuring activities, and assessment formulation.

Intentions. Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson – keep it clear and simple.				
Learning Competency and Curriculum Standards:	Learning Competency: - Examine their own sense of self through understanding key developmental stages, tasks, and protective and risk factors of late adolescence and early adulthood. Content Standards: - The learners demonstrate understanding of the interconnectedness of developmental tasks, protective and risk factors, sense of self, and health and wellness in their transition from late adolescence to early adulthood. - The learners demonstrate understanding of the value of interpersonal effectiveness in achieving social competence. Performance Standards: The learners reflect on their personal experiences as adolescents in terms of developmental tasks, protective and risk factors, sense of self, and health and wellness. The learners engage in collaborative work that showcases interpersonal effectiveness.			
	Session 1	Session 2	Session 3	Session 4

Learning Objectives:	By the end of the session, the learners should be able to: • Identify the key developmental stages and tasks of Erik Erikson’s Psychosocial Theory relevant to late adolescence and early adulthood. • Reflect on personal growth through a Vision Casting activity to articulate milestones and sensory details of their future self.	By the end of the session, the learners should be able to: • Determine the stages of Donald Super’s Career Developmental Theory. • Connect their current senior high school choices to the "Exploration" stage of career development.	By the end of the session, the learners should be able to: • Analyze real-life scenarios to identify protective and risk factors in late adolescence. • Propose healthy alternatives to risky behaviors involving substance use and relationships.	By the end of the session, the learners should be able to: • Demonstrate interpersonal effectiveness by providing support to peers in challenging situations. • Synthesize the interconnectedness of developmental tasks, risk factors, and health into a personal reflection.
Learner Context:	In this inclusive classroom, learners with diverse processing needs are supported through: • Visual aids and guided imagery for the Vision Casting activity. • Strategic pairing during sharing to ensure learners with social communication barriers feel supported.	To accommodate learners requiring specific learning needs: • The Career Stages table is provided in a simplified graphic organizer format. • A video montage is used to provide visual and auditory stimulus for different life stages.	For learners with diverse needs: • Scenarios are provided in both text and verbal formats. • Role-play options allow kinesthetic learners to express understanding through movement and dialogue.	Accommodations for this session include: • Peer-mentoring during the writing task. • A template for the "Letter of Support" to guide learners who struggle with written composition.
Learning Experience. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.				
Pre-Lesson:	What’s the Word?: A brief brainstorming activity where students write keywords on the board that describe their current state of mind (e.g., "Confused," "Excited," "Independent").	Video Montage: Watch a 2-minute clip showcasing varying developmental stages (from birth to old age) to arouse curiosity and visual recognition of change. (Link: https://www.youtube.com/watch?v=egeDXHcNeNw)	Risk or Protection?: A quick sorting activity where students categorize words like "Family Support," "Peer Pressure," and "Self-Esteem" into 'Risk' or 'Protective' factors.	Flash Reflection: One-minute sharing: "One thing I've learned about myself this week that I didn't know before."
Flow:	1. Activating Prior Knowledge: The session begins with the <i>Vision Casting</i> activity. Learners are invited to close their eyes and imagine their retirement ceremony. They describe their attire, the audience’s reaction, and the advice they	1. Contextualization: Post-video discussion asking: "At your age, what changes do you see in yourself that were shown in the video?" (Connect to experience) 2. Direct Instruction: Discussion of Donald Super’s Career Developmental Theory (Growth, Exploration,	1. Scaffolding: Review the previous sessions on self and career. Introduce the concept that certain factors (risk vs. protective) can help or hinder	1. Collaborative Task (Interpersonal Effectiveness): Students analyze the "Madel" scenario (failing entrance exams). They discuss: "What advice would you give her?" (Social Learning)

	give to younger professionals. (Retrieval/Scaffolding) 2. Presentation: Introduce Erik Erikson's Psychosocial Theory, focusing on the conflict of <i>Identity vs. Role Confusion</i> (Adolescence) and <i>Intimacy vs. Isolation</i> (Early Adulthood). (Direct Instruction) 3. Guided Practice: Using the Vision Casting results, learners identify which of Erikson's stages their "future self" belongs to and what milestones they achieved to get there. (Check for Understanding) 4. Social Learning: Small group sharing where students discuss the advice they would give to their younger selves based on the imagined retirement scenario.	Establishment, Maintenance, Decline). Emphasis on the <i>Exploration</i> stage (ages 15-24). (Modeling) 3. Active Retrieval: <i>Career Plans Focus Group Discussion (FGD)</i>. Learners form groups to answer: "What do you want to do after SHS?" and "How do you see yourself as a young adult?" (Social Learning) 4. Application: Learners map their current SHS strand to Super's Exploration stage characteristics (Trying out, Tentative choice). (Scaffolding)	these developmental tasks. (Linkage) 2. Case Analysis (Social Learning): Groups are assigned scenarios (Marco and the drugs, Joey and sexual relations). They must answer: "What was on their mind?" and "What are the consequences?" (Deep Processing) 3. Presentation: Groups present their analysis or role-play a "healthy resolution" to the conflict. (Inclusion/Active Learning) 4. Synthesis: Discussion on how these risks affect their "Sense of Self" and future career goals (Super's Theory). (Integration)	2. Activity: <i>Letter of Support for Madel</i>. Learners write a heart-felt note to Madel, incorporating concepts of resilience and developmental milestones. (Application/Empathy) 3. Discussion: Exploring how interpersonal effectiveness (communication, empathy) helps in achieving social competence during the transition to adulthood. (Interconnectedness) 4. Final Synthesis: A whole-class summary connecting Erikson, Super, and the case studies into the concept of "Health and Wellness." (Consolidation)
Learning Resources:	• Laptop/Projector • PowerPoint: Erikson's Psychosocial Theory • SHS_LCS_Q1_LAS_LE1 (Vision Casting Worksheet)	• Video Clip (YouTube) • Super's Career Developmental Theory Table • Whiteboard and markers	• Scenario Cards (Marco, Joey) • Markers and Manila Paper	• Madel Scenario Worksheet • Letter Templates/Stationery • Projector
Opportunities for integration:	Integration with Personal Development: Understanding psychological theories to build self-concept.	Integration with Vocational Guidance: Aligning personal interests with career life-space theories.	Integration with Health: Substance abuse prevention and reproductive health awareness.	Integration with Language Arts: Writing supportive and empathetic professional correspondence.
Assessment. Assessments reveal what learners have gained and what they still need help with.				
Formative Assessment:	The 3-2-1 Exit Ticket: Learners list 3 things they learned about Erikson's stages, 2 feelings they had during the Vision Casting, and 1 question they still have about their future identity.	Career Mapping: A worksheet where learners identify which of Super's characteristics they currently exhibit and one goal for the "Establishment" phase.	The "What If" Chart: Learners write a scenario on the left and two possible choices (one risky, one protective) with their corresponding consequences on the right.	Peer Evaluation: Students exchange their letters to Madel and provide feedback based on a checklist of "Interpersonal Effectiveness" (e.g., Is it encouraging? Is it helpful?).

Ways Forward.
Meaningful learning can also happen beyond the classroom. Pause and reflect on what happened today.

Extended learning opportunities:	Learners are encouraged to interview an adult (parent or mentor) about the biggest "conflict" they faced during their transition to adulthood.	Future Headlines: Create a magazine cover or news article headline about their success 10 years from now based on the Establishment stage.	Write a brief reflection on a time they faced a "risk factor" and what "protective factor" helped them overcome it.	Create a personal "Developmental Roadmap" for the next 5 years, marking potential risk factors and the protective strategies they will use.
Reflections:	How did the Vision Casting activity help learners bridge the gap between their current reality and their future goals? Were there learners who struggled with the visualization?	Did the video effectively bridge the theoretical stages for the learners? How engaged were the students during the Focus Group Discussion?	How did the learners handle the sensitive topics in the Joey and Marco scenarios? Were the discussions respectful and inclusive?	Did the learners effectively apply the week's concepts to the Madel scenario? How did the collaborative work enhance their social competence?