

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	
	Teacher:	DepedTrends.com	Learning Area:	
	Teaching Dates and Time:		Quarter:	

I. OBJECTIVES	
A. Content Standards	
B. Performance Standards	
C. Learning Competencies Write the LC code for each	Discuss understanding of mental health and psychological wellbeing to identify ways to cope with stress during adolescence
D. Learning Objectives	Discuss understanding of mental health and psychological wellbeing to identify ways to cope with stress during adolescence
II. CONTENT	
III. LEARNING RESOURCES	
A. References	
1. Teacher's Guide pages	
2. Learner's Materials pages	
3. Textbook pages	
4. Additional Materials from Learning Resource (LR) portal	
B. Other Learning Resources	
IV. PROCEDURES	
A. Reviewing previous lesson or presenting the new lesson (2 mins.) elicit	Teacher will briefly review the previous lesson on self-awareness and introduce the new lesson on mental health and psychological wellbeing during adolescence.
B. Establishing a purpose for the lesson (1 min.) Engage	Teacher will explain that the purpose of this lesson is to help students understand the importance of mental health and psychological wellbeing during adolescence, and identify ways to cope with stress.
C. Presenting examples/ instances of the new lesson Explore (2-5 mins.)	Presenting examples/instances of the new lesson (5 minutes): Teacher will present examples and statistics of common mental health issues among adolescents, such as anxiety, depression, and suicide. Teacher will also provide examples of healthy coping mechanisms for stress, such as exercise, mindfulness, and talking to a trusted adult.
D. Discussing new concepts and practicing new skills #1 Explain (15 mins.)	Teacher will facilitate a class discussion on the definition of mental health and psychological wellbeing, and the factors that contribute to stress during adolescence. Teacher will then provide scenarios for students to practice identifying healthy coping mechanisms for stress.
E. Discussing new concepts and practicing new skills #2 (10 mins.)	Teacher will divide the class into small groups and assign each group a specific coping mechanism to research and present to the class. The groups will discuss the benefits and challenges of their assigned coping mechanism, and how it can be applied in daily life.

	Group Activity: INSTRUCTION 1. The teacher will divide the class into small groups of 3-4 students and assign each group a specific coping mechanism to research and present to the class. 2. The coping mechanisms can include mindfulness meditation, physical exercise, creative expression (e.g., art therapy, music therapy), social support, and cognitive-behavioral techniques (e.g., reframing, positive self-talk). 3. Each group will have 10 minutes to research and prepare a presentation on their assigned coping mechanism. 4. During the presentation, each group will explain the benefits and challenges of their assigned coping mechanism, and provide examples of how it can be applied in daily life. 5. After all groups have presented, the teacher will facilitate a class discussion on the different coping mechanisms and their effectiveness in managing stress during adolescence. 6. The teacher will encourage students to ask questions and share their personal experiences with coping mechanisms. 7. The teacher will emphasize that everyone copes with stress differently, and that it is important to find coping mechanisms that work best for them. 8. The teacher will conclude the activity by summarizing the different coping mechanisms and their potential benefits, and encouraging students to try out different coping mechanisms to find what works best for them.
F. Developing mastery (Leads to Formative Assessment 3) (12 mins.) Elaborate	Teacher will provide individual work activities such as writing a reflection on their personal coping mechanisms, creating a poster or art piece representing their chosen coping mechanism, or engaging in a mindful meditation practice.
G. Finding practical applications of concepts and skills in daily living (3 mins.)	<i>Teacher will ask students to share how they can apply their newfound knowledge and skills in their daily lives to improve their mental health and wellbeing.</i>
H. Making generalizations and abstractions about the lesson (3 mins)	Teacher will ask students to summarize the key concepts and skills they learned in this lesson, and how it relates to their personal development.
I. Evaluating learning (8 mins)	Teacher will evaluate student learning through a quiz or a written reflection. The teacher will also ask for feedback from students on the lesson. Write a reflection on what you have learned about mental health and psychological wellbeing during this lesson. In your reflection, address the following questions: • What is mental health, and why is it important? • What are some ways to cope with stress during adolescence? • How can you apply what you have learned about mental health and psychological wellbeing in your daily life? Your reflection should be at least one paragraph long and demonstrate an understanding of the concepts covered in the lesson.
J. Additional activities for application or remediation (1 min)	Teacher will provide additional resources for students who want to explore the topic further or need remedial support.
V. REMARKS	

VI. REFLECTION	
A. No .of learners who earned 80% on the formative assessment	
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 these work?	
F. What difficulties did I encounter which 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?	

Prepared by:

Checked by

Teacher

School Head

Observed by:
