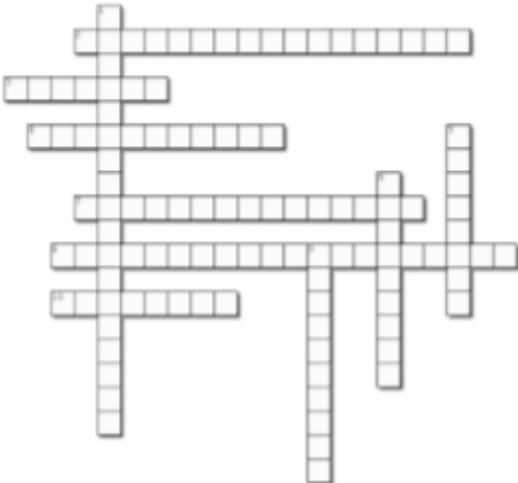


 Daily Lesson Log	School	BUKAL INTEGRATED NATIONAL HIGH SCHOOL	Grade:	GRADE 12
	Teacher	ROSELLE M. LINATOC	Learning Area:	PERDEV
	Date / Time:	September 11-12, 2023 8:30-9:15 Socrates 9:35- 10:20 Plato	Quarter:	FIRST

I OBJECTIVES	At the end of the lesson the learners able to: 1. Evaluate his/her own thoughts, feelings, and behaviors.
A. Content Standard	The learner demonstrates understanding of the various aspects of holistic development: physiological, cognitive, psychological, spiritual, and social development
B. Performance Standard	The learner is able to illustrate the connections between thoughts, feelings, and behaviors in a person's holistic development.
C. Learning Competencies	Evaluate his/her own thoughts, feelings, and behaviors. EsP-PD11/12DWP-Ib2.2
II CONTENT	Developing the Whole Person- Evaluate One's Personality
III. LEARNING RESOURCES	
A. References	
a. Teacher's Guide Pages	
b. Learner's Materials pages	Personal Development Self- Learning Module 3
c. Text book pages	
d. Additional Materials from Learning Resources	Personal Development Reader Module Version 1, slide deck
B. Other Learning Resources	
IV. PROCEDURES	
A. Reviewing previous lesson or presenting the new lesson	If I were? The class will be divided into 5 groups and each group will be given scenarios that they will discussed and write 5 emotion or feelings they felt, action they will be doing If they were the character on the scenario and think of the possible result of their action
B. Establishing a purpose for the lesson	Processing questions: 1. What did you discover about yourself? 2. Which aspect of personality do you give more priority to be dominant in developing your well-being? 3. How will you improve the weakest aspect of your personality?
C. Presenting Examples/instances of new lesson	Who would be responsible in developing one's personality?
D. Discussing new concepts and practicing new skills #1	Our personality is a product of genetic response that we inherit from our parents and from the influence of our environment. This environment shaped by the people around us, culture, and practices that we are being raised in continuously creates social interactions and relationships. This interaction contributes to who we are today and how we choose and decide for ourselves. Personality development is complex administration of thoughts, feelings, emotion, and behavior that influence personal judgement. As a child, you are dream of a good and satisfying life when you grow up. Your family becomes your helping hand in nurturing, guiding, and educating yourself. When you reach adolescence, you experience drastic changes in your physical appearance, cognitive abilities, social relationship, and emotional behavior. At this stage, our environment becomes part of our development from which we acquire knowledge and collect information to organize and interpret different life situations. According to Erik Erikson, adolescence stage of Psychosocial development, also known as "identity vs. role confusion" is the stage wherein teens need to develop the sense of self and personal identity. At this point, teenagers start to have circle of friends in which they build their trust.

	Teenagers also experience adolescence cognitive empathy, known as “theory of mind,” which is described as having high regards toward the perspective of others and feeling concern for others. Being adolescents, they tend to foster social cooperation that prevents problems and leads to avoidance of conflicts with peers. Teenagers are very careful in understanding the emotions of their friends as they start to create deep trust with them. Sometimes, this leads to misunderstanding with their family, abuse of prohibited drugs, pre-marital sex, cigarette smoking and alcohol intake. Based on research, teenagers are commonly high risk-takers and impulsive due to incomplete development of frontal lobe during adolescence. The frontal lobe is responsible for judgement, impulse control, and planning. That is why they search for their self-identify and independence which requires guidance from their parents, relatives, and other people like teachers with whom they can share their struggles. These experiences and challenges are part of a process of personality development that adolescents need to understand. It is necessary for them to examine all the circumstances and opportunities so that they can deal with them calmly. They must be open-minded to the opinion and advise of other people in order to shape their future with broader perspective and self-determination.
<i>E. Discussing new concepts and practicing new skills #2</i>	You cannot escape life challenges so you should know how your thoughts, feelings, and actions in managing personal agency should be handled. Being an adolescent, you should be accountable for all your actions because these power triads can either make or break your motivation to take charge of life. It is up to you on how you will handle it. Remember, your judgement is based on your views in life and it is rooted on your upbringing. Thoughts are impression activated by a stimulus in your mind that is evident from the environment that you are in. This conscious thought occupies emotions that give life to thoughts and it expressed through feelings. Sometimes when you are too emotional, you could not think properly because your emotions occupy your thoughts, this means there is lesser space to analyze the situation because feelings occupy it. Behaviors are bodily reaction made based on our feelings that result to actions. There are instances when feelings are faster than emotion and thought. This would result to fast reaction and realizing the emotion and thought afterwards. Either positive or negative, feelings result to actions. Emotions can direct and control thoughts that sometimes affect your consciousness. This can also lead to loss of focus. As a teenager, it is very important to be focused on your goals. A focused thought will lead to high intelligence. That is why if you are disturbed with your emotion, try to figure out where the emotion is coming from and it will bring you back to reality. Teenagers experience enjoyment and daunting times but it is very important to stay focused so that they will lead you to the route of your goal. It is not easy to achieve the goal but if you have self-regulation that will control your emotions, thoughts, and behavior it will help you to be successful in life. Learning from mistakes and facing challenges with confidence and faith in God will give you the power to be successful in life.
<i>F. Developing mastery (Leads to Formative Assessment)</i>	Try answering the activities below to find out the relationship of thoughts, feelings, and actions to better understand yourself and how to manage conflicts between you and your family, friends and others. Using the following situation, complete the conflict management diagram. Write the negative response in letter A and positive response in letter B. Page 27-28
<i>G. Finding Practical applications of concepts and skills</i>	
<i>H. Making generalizations and abstractions about the lesson</i>	Answer COMPLETE THE CROSS WORD page 28

	COMPLETE THE CROSS WORD  Vertical - growth through social interaction - anything that we do - uncertainty or lack of understanding - strange and difficult experiences by adolescents that is part of developing self-identity. Horizontal - a high regard to perceptions of others - it gives life to our thought - it is a transition between childhood to adulthood - ability to control thought, emotion and behavior - the 5th ego of psychosocial development by Erik Erikson - it is an impression to stimulus
<i>I. Evaluating Learning</i>	Answer Assessment 1-5 page 29-30
<i>J. Additional activities for application or remediation</i>	
V. REMARKS	
VI. REFLECTION	

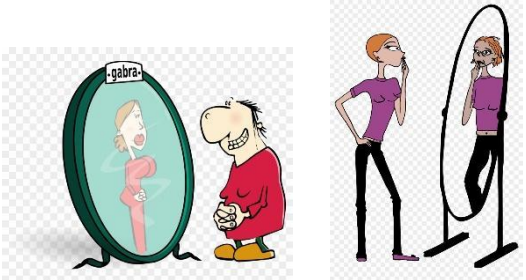
Prepared by:

ROSELLE M. LINATOC
Teacher I

Inspected by:

DON CARLO F. GOLLENA
Officer-in-Charge

	Teacher	ROSELLE M. LINATOC			Learning Area:	PERDEV
	Date / Time:	September 6, 2023 8:30-9:15 Socrates 9:35- 10:20 Plato	September 7, 2023 8:30-9:15 Socrates	September 8, 2023 9:35- 10:20 Plato	Quarter:	FIRST

I OBJECTIVES	At the end of the lesson the learners able to: 1. Differentiate and understand characteristics, habits and experiences. 2. Share his/her unique characteristics, habits, and experiences.	
<i>A. Content Standard</i>	The learner demonstrates understanding of himself/herself during middle and late adolescence.	
<i>B. Performance Standard</i>	The learner is able to conduct self-exploration and simple disclosure	
<i>C. Learning Competencies</i>	Share his/her unique characteristics, habits, and experiences.	
II CONTENT	Knowing Oneself – Characteristics, Habits, and Experiences	
III. LEARNING RESOURCES		
A. References		
<i>a. Teacher's Guide Pages</i>		
<i>b. Learner's Materials pages</i>	Personal Development Self- Learning Module 2	
<i>c. Text book pages</i>		
<i>d. Additional Materials from Learning Resources</i>	Personal Development Reader Module Version 1, slide deck	
B. Other Learning Resources		
IV. PROCEDURES		
<i>A. Reviewing previous lesson or presenting the new lesson</i>	 What can you say about the picture?	
<i>B. Establishing a purpose for the lesson</i>	If you're going to look at a mirror, how do you see yourself? Or what can you say to that person on the mirror?	
<i>C. Presenting Examples/instances of new lesson</i>		
<i>D. Discussing new concepts and practicing new skills #1</i>	Adolescence is the period when a young individual develops from a child into an adult. There are a lot of changes that happen to an adolescent like you and some of those are: how you look, how you take your role in the community, how other people expect you in making decisions on your own, and how you perceive yourself. Although the "Self" is one of the determinants of what we thought about ourselves, it is also the result of what we think and/or do. Now let us focus on when and how our characteristics, habits, and experiences develop and manifest by identifying some of the factors that may affect a person's "Self" -- the foundation of all human behavior. It is our sense of identity and of who we are as an individual (James 1890; Mead, 1934). Self-Esteem Self-esteem is your evaluation of your own worth. It may be positive	

or negative. **Positive self-esteem** is the valuation that is **pleasing and acceptable** according to your standard and that of others, while **negative self-esteem** is the opposite which is **feeling distraught or down and unaccepted** by others.

According to Tatarodi & Swann (1995), there are many factors to identify the level of self-esteem of an individual and some of the major factors are:
- own appearance - how satisfied you are in a relationship; and - how you view your performance. Our self-esteem may change from time to time depending on the situation we encounter in our daily life. Since it can be partly a trait that someone can possess. It depends on how you perceive the things coming your way.

Self-Efficacy

Self-efficacy is not considered as a trait. "[It] does not refer to your abilities but rather to your beliefs about what you can do with your abilities" (Stajkovic & Luthans, 1998). It is your will to produce an effect on a specific thing. It is your self-belief to effectively achieve your most important goal. The stronger the belief, the bigger the possibility to achieve a positive result. For instance, you are aiming for a higher grade and you are confidently believing it then, it will happen.

Maddux and Kleiman (2000) define and explain the five (5) different ways that influenced self-efficacy beliefs from the ideas of Albert Bandura, a professor and a psychologist.

(a) Performance Experiences – if you are good at achieving your specific goal, then you probably think that you will achieve it again. When the opposite happens, if you fail, you will often think that you will fail again.

(b) Vicarious Performances – if others achieved their goal or specific task, then you will come to believe that you will also achieve your goal.

(c) Verbal Persuasion – it is when people tell you whether they believe or not on what you can do or cannot do. The effect of your self-efficacy will depend on how that person matters to you.

(d) Imaginal Performances – When you imagine yourself doing well, then it will happen.

(e) The Affective States & Physical Sensations – if your mood or emotion (e.g. shame) and physical state (e.g. shaking) come together, it will affect your self-efficacy. If negative mood connects with negative physical sensation, the result will be negative. And if it is positive, most likely the result will be positive.

Self and Identity

Have you tried to talk to yourself in front of the mirror? What did you see? According to William James, a psychologist, **"the self is what happens when I reflect upon ME"**. Taylor (1989) described the self as a Reflective Project. How we see ourselves is geared toward improving ourselves depending on a lot of factors. Dan McAdams, a psychologist, reiterated that even there are many ways on how we reflect to improve ourselves, it brings us back to these three (3) categories:

1. Self as Social Actor

We are portraying different roles and behaving for every type/set of people in front of us since we all care about what people think about us. It is practically for social acceptance.

2. Self as Motivated Agent

People act based on their purpose. They do things based on their own dreams, desires, and planned goals for the future. This, though, is not easily identifiable since it is self-conceptualized, unless it was shared with us.

3. Self as Autobiographical Author

He/she as the creator of his/her own entire life story. It is about how oneself is developed from his/her past, up to the present, and what he/she will become in the future.

	Judgment and Decision Making As an individual, you are expected to act and decide on your own. Most people tend to decide based on the intuitions and available information that could be a hindrance in making a wise decision. It can be a habit, when our decision is always based on what is available or gathered data. There could be a “missing link”. For instance, you applied for different courses in five (5) different universities and you were able to qualify in all. Now, how will you decide? To help you, Bazerman and Moore (2013) suggested the Six Steps on How to Make a Rational Decision: 1. Define the Problem (select your most desired course); 2. Identify the criteria necessary to judge the multiple options (list things to be considered like location, facilities, prestige, etc.); 3. Weight the criteria (rank the criteria based on its importance to you); 4. Generate alternatives (the schools that accepted you); 5. Rate each alternative on each criterion (rate each school on the criteria you have identified); and 6. Compute the optimal decision
<i>E. Discussing new concepts and practicing new skills #2</i>	
<i>F. Developing mastery (Leads to Formative Assessment)</i>	
<i>G. Finding Practical applications of concepts and skills</i>	Do the activity “What Can I Do” on your SLM in PerDev page 18
<i>H. Making generalizations and abstractions about the lesson</i>	Do the activity “What I Have Learned” on your SLM in PerDev page 17
<i>I. Evaluating Learning</i>	Answer Assessment on SLM page 19-20
<i>J. Additional activities for application or remediation</i>	
V. REMARKS	
VI. REFLECTION	

Prepared by:

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