

LESSON PLAN TEMPLATE

Lesson Title	Holistic Wellness: Integrating Mindfulness and Physical Fitness for Late Adolescence
Learning Area/s	Life and Career Skills
Name of Teacher/s	DEPED TAMBAYAN PH
Grade Level and Section	Grade 11
No. of Sessions	4 Sessions
References	None specified
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:

Exhibit understanding of fitness routines that promote physiological development, health, personal development and well-being.

- Mindfulness Activities (e.g., breathing, meditation, etc.)
- Other Physical Activities (e.g., playing sports and other physical recreational activities, etc.)

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:	- Define mindfulness and its impact on physiological and personal development. - Demonstrate 'Hininga at Kalma' (Mindful Breathing) techniques adapted for stress management. - Identify personal stressors common in the Filipino adolescent context.	- Analyze the role of various physical activities in promoting health and physiological development. - Execute a localized fitness circuit incorporating indigenous or common Filipino movements. - Explain how regular physical activity contributes to long-term well-being.	- Demonstrate interpersonal effectiveness through collaborative team-based physical activities. - Discuss the interconnectedness of social competence and physical health. - Apply strategies to overcome communication barriers during group tasks.	- Synthesize the relationship between mindfulness, physical activity, and overall well-being. - Create a 'Personal Wellness Calendar' that incorporates physiological and mental health routines. - Reflect on personal growth during the week's activities.
Learner Context:	The class consists of grade 11 students who generally show high interest in practical activities but often report feeling overwhelmed by academic requirements. A segment of the class exhibits signs of anxiety during recitations. There are two learners with ADHD who benefit from frequent transitions, and	Students are generally energetic and enjoy movement-based tasks. However, some female students express hesitation in high-intensity activities due to physical discomfort or lack of confidence. The learner with a hearing impairment follows instructions well when visual demonstrations are provided before the activity starts.	Recent observations show that students tend to work within established peer groups, occasionally excluding others. There is a need to strengthen social cohesion. Some students exhibit leadership potential, while others are passive in group settings. The inclusive environment requires clear roles for everyone.	Students are now more comfortable with the integration of mindfulness and movement. They show a preference for creative tasks. However, some lack the resources (time or space) at home to maintain complex routines, necessitating localized and realistic planning.

	one learner with a hearing impairment who relies on visual cues.			
Learning Experience. A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.				
Pre-Lesson:	• Status Check: Students place a 'feeling sticker' on a mood board upon entry. • Quick Recall: A short brainstorming session on what 'wellness' means in a Filipino household (e.g., 'Ginhawa').	• Warm-up: 'Galaw-Pilipinas' inspired rhythmic stretching to upbeat local music. • Instructional Scaffolding: Review of safety protocols during physical exertion.	• Game: 'The Human Knot' localized as 'Simpul-Simpul' to trigger the need for communication. • Review: Brief link between yesterday's physical exertion and today's team dynamics.	• Visual Montage: A short slide show of photos taken during the week's sessions. • Motivation: A quote from a famous Filipino athlete or wellness advocate about consistency.
Flow:	• Introduction: Discussion on the physiological effects of stress on the adolescent body (Scaffolding). • Modeling: The teacher demonstrates the '4-7-8 Breathing'	• Concept Mapping: Students list 'Sports' vs 'Recreational Activities' they see in their barangays. • Direct Instruction: Brief lecture on physiological milestones in late adolescence	• Simulation: 'Laro ng Lahi' Modified Relay (e.g., modified Calamansi Relay using spoons) requiring team strategy. • Processing: Facilitated discussion on what made a	• Synthesis: Discussion on how 'Mind' (Session 1) and 'Body' (Session 2) worked together in 'Community' (Session 3). • Independent Work: Creating the 'Buhay at Sigla' Wellness

	technique, localized as 'Hininga ng Pag-asa.' ● Guided Practice: Students perform the breathing exercise with eyes closed or focused on a single point (Check for Understanding). ● Social Learning: Small group sharing on how silence and breathing felt compared to their usual busy routines. ● Active Retrieval: Students write one physiological benefit of mindfulness on the board.	(bone density, muscle growth). ● Activity: 'Barangay Fitness Circuit' - Station 1: 'Pagsasaka' (Squats); Station 2: 'Pag-igib' (Lateral raises with water bottles); Station 3: 'Arnis basics' (Arm coordination). ● Peer Coaching: Students work in pairs to check each other's form (Social Learning). ● Check for Understanding: Quick 'Thumb-up/Thumb-down' on whether specific activities target cardio or strength.	team successful (Scaffolding Social Skills). ● Group Task: Design a 2-minute 'Cheer-ercise' (Cheer + Exercise) routine that promotes a health message. ● Presentation: Groups perform their routines (Active Retrieval of fitness concepts). ● Check for Understanding: Ask: 'How did you handle a teammate who was struggling with the steps?'	Plan. Students must include one breathing exercise, one physical activity, and one social activity per week. ● Scaffolding: Teacher provides a template with options for different living situations (e.g., limited space vs. open backyard). ● Sharing: 'Partner Pass' where students share one commitment from their plan. ● Reflection: A guided writing activity on 'My Journey to Wellness.'
Learning Resources:	● Laptop and Projector ● PowerPoint Presentation on Stress Physiology ● Calming instrumental folk music (audio file)	● Projector and Smart TV ● Station labels and Printed Activity Sheets ● Improvised weights	● Whistle ● Spoons and small balls/calamansi ● Portable speaker ● Worksheets for peer	● Printed Wellness Calendar Templates ● Art supplies (Crayons, Markers) ● Projector for template samples

	Chalkboard	(recycled bottles) Stopwatch	evaluation	Reflection journals or notebooks
Opportunities for integration:	Science/Biology: Discussion of the nervous system and the 'fight or flight' response. EsP (Edukasyon sa Pagpapakatao): Values of self-care and inner peace.	Physical Education: Mechanics of movement and exercise physiology. History: Significance of Arnis and traditional movements in Filipino culture.	Oral Communication: Practicing clear and assertive communication. MAPEH: Rhythm and dance elements in the cheer-exercise.	Mathematics: Basic scheduling and time management within the calendar. Arts: Visual design of the wellness plan.

Assessment.

Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction throughout the entire session.

Formative Assessment:	Observation Checklist: Monitoring student participation during the breathing exercise. Exit Ticket: 'One-Minute Paper' where students describe one physical sensation they noticed during meditation.	Performance Rubric: Assessing form and effort during the circuit training. Self-Assessment: Students rate their perceived exertion (RPE) on a scale of 1-10.	Peer Feedback Loop: Groups give one 'star' (strength) and one 'wish' (area for improvement) to other teams. Observation: Monitoring collaborative behaviors (encouraging others, sharing tasks).	Product Assessment: Evaluation of the 'Personal Wellness Calendar' based on feasibility and comprehensiveness. Reflection Journal Entry: Grading based on the depth of connection made between the activities
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				and their own well-being.
Ways Forward. Meaningful learning can also happen beyond the classroom – for both the learners and the teacher. Pause and reflect on what happened today.				
Extended learning opportunities:	Practice 'Hininga at Kalma' for five minutes before sleeping for three consecutive nights and note the quality of sleep.	Identify one household chore that can be converted into a 'fitness routine' and perform it for 15 minutes.	Interview a community leader or a local athlete about how teamwork helped them achieve their fitness goals.	Post the Wellness Calendar in a visible area at home and invite a family member to join one activity next week.
Reflections:	- Did the students with ADHD manage to stay engaged during the silence? - How did the learners react to the concept of 'Ginhawa' versus 'Wellness'?	- Were the improvised resources effective for all learners? - How can the circuit be adjusted for students with lower physical stamina?	- Did the 'Cheer-ercise' effectively integrate fitness and social skills? - How did the shy students respond to the leadership roles assigned?	- Which part of the wellness plan did students find most difficult to schedule? - Are the plans realistic enough for the learners' diverse socio-economic backgrounds?