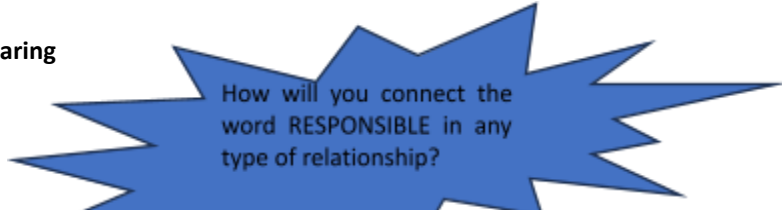
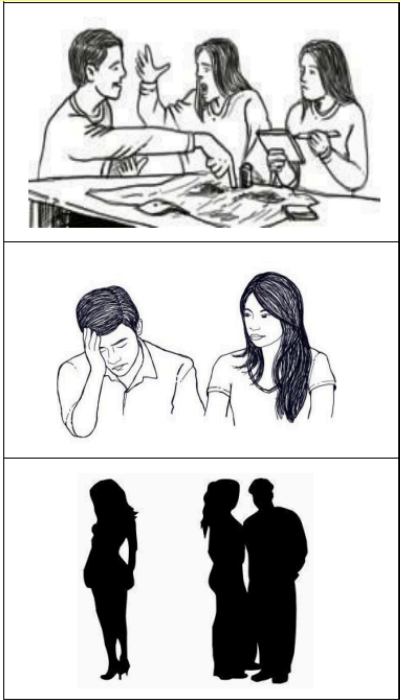
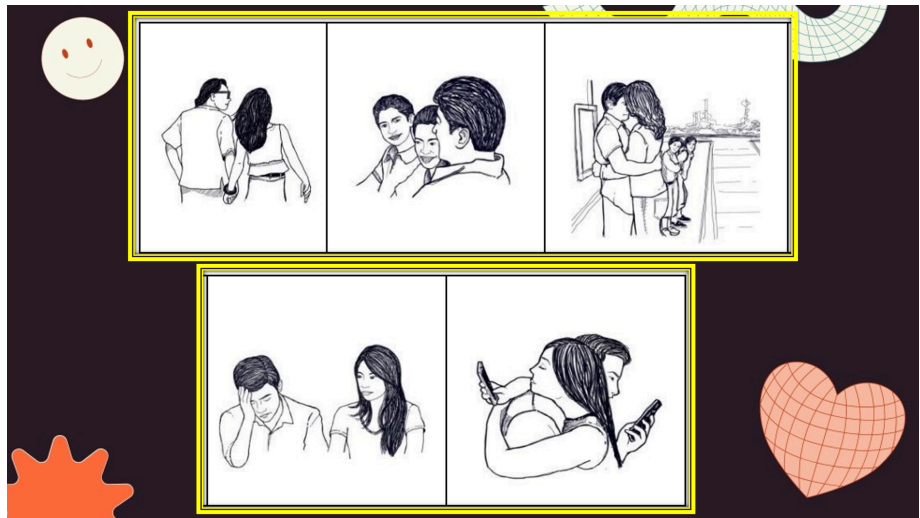
 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b>	School:	ANSELMO A. SANDOVAL MEMORIAL NATIONAL HIGH SCHOOL	G12
	Teacher:	SONIA B. AYAP	PERSONAL DEVELOPMENT
	Teaching Dates and Time:	WEEK 5- Dec 4-8, 2023	QUARTER 2

	DAY 1	DAY 2	DAY 3	DAY 4
I. OBJECTIVES				
A. Content Standards	The learners demonstrate an understanding of brain parts, its processes and functions The learners demonstrate an understanding of the dynamics of attraction, love, and commitment			
B. Performance Standards	The learners shall be able to identify ways to improve brain functions which will be manifested in thoughts, behavior and feelings The learners shall be able to appraise one’s present relationships and make plans for building responsible future relationships			
C. Most Essential Learning Competencies (MELCs)	Discuss an understanding of teen-age relationships, including the acceptable and unacceptable expressions of attractions EsP-PD11/12PR-IIa-9.1  Express his/her ways of showing attraction, love, and commitment EsP-PD11/12PR-IIa-9.2		Identify ways to become responsible in a relationship EsP-PD11/12PR-IIb-9.3	
II. CONTENT / TOPIC	TEEN-AGE RELATIONSHIPS INCLUDING THE ACCEPTABLE AND UNACCEPTABLE EXPRESSIONS OF ATTRACTIONS  PERSONAL RELATIONSHIP- ATTRACTION, LOVE AND COMMITMENT		BECOMING RESPONSIBLE IN PERSONAL RELATIONSHIPS	
III. LEARNING RESOURCES	CLMD- Personal Development- Quarter 2 – Lesson 17 CLMD- Personal Development- Quarter 2 – Lesson 18		CLMD- Personal Development- Quarter 2 – Lesson 19	
A. References				
1. Teacher’s Guide pages				
2. Learner’s Materials pages				
3. Textbook pages				
4. Additional materials from LRMDS portal				
B. Other Materials				
IV. PROCEDURES				
A. Introduction	DAY 1  ACTIVITY: Picture Analysis Do you remember someone who has caused you to lose self-control? In building personal relationships you might encounter difficulties or conflicts that might lead you to anger or frustration. Describe the pictures below and write your reaction/observation on the opposite side of the box.		DAY 3  SharingIsCaring  	

	<div data-bbox="568 219 1066 1011"></div> <div data-bbox="1091 199 1440 581"><p><b>Process Questions:</b></p><ol style="list-style-type: none"><li>1.What are the pictures all about?</li><li>2.What did you feel after you wrote your reaction/observation to the images?</li><li>3.Have you experienced this kind of scenario before? If so, how did you deal with it? If not yet, how will you react to this kind of situation?</li></ol></div>	
B. Development	<div data-bbox="530 1019 1378 1401"><p>Discussion about:</p><ul style="list-style-type: none"><li>✓ <b>WHAT IS PERSONAL RELATIONSHIP?</b></li><li>✓ <b>KINDS OF PERSONAL RELATIONSHIP</b></li><li>✓ <b>UNDERSTANDING THE ACCEPTABLE AND UNACCEPTABLE MEANS OF EXPRESSING ATTRACTIONS TOWARD THE OPPOSITE SEX</b></li><li>✓ <b>WHAT MAKES A HEALTHY AND ACCEPTABLE EXPRESSION OF ATTRACTIONS?</b></li><li>✓ <b>10 THINGS THAT ARE UNACCEPTABLE IN ANY RELATIONSHIP</b></li><li>✓ <b>ATTRACTION</b></li><li>✓ <b>KEY COMPONENTS OF ATTRACTION</b></li><li>✓ <b>LOVE</b></li><li>✓ <b>COMMITMENT</b></li></ul></div>	<div data-bbox="1470 1019 2242 1109"><p>Discussion about:</p><ul style="list-style-type: none"><li>✓ <b><u>Importance Of Relationship</u></b></li><li>✓ <b>6 Major Elements Of Becoming Responsible In A Relationship</b></li></ul></div>
C. Engagement	DAY 2	DAY 4

SITUATIONAL ANALYSIS

Identify whether the following pictures are acceptable or unacceptable expressions of attraction. Acceptable expression of attractions is beneficial for both parties, and



unacceptable expressions of attraction displease each individual in a relationship or even the people in the society.

WHAT I CAN DO

Have you experienced, or have you known someone who has experienced the following unacceptable expression of attractions? Write your answer on a separate sheet of paper.

- a. Cheating
- b. Controlling
- c. Unreliability
- d. Lack of communications skills

SITUATION	REASONS	EFFECT	REACTION	ADVICE
1. Cheating				
2. Controlling				
3 Unreliability				
4. Lack of communications skills				

PERFORMANCE TASK: AS APPRECIATION

Think at least four (4) objects or things that are very much important to you. Write the name of each object in a 1/8 sheet together with its recipient. After the given

THUMBS UP, THUMBS DOWN

Evaluate each expression as to whether they will contribute to building good and strong relationships between individuals. Circle the thumbs up if you agree with the statement in each item and thumbs down if you disagree. Explain your thoughts to the facilitator after answering the survey

Parent-Child Relationship		
		1. "Remember that you are loved for whoever and whatever you become."
		2. "If you don't succeed you will not get what you want from us."
		3. "You are such a big dismay to this family."
		4. "Thank you so much for trying to make us proud."
		5. "Sorry If I have disappointed you."
Friendship		
		6. "Always remember that no matter what happens, we will always have each other's back."
		7. "Sorry I didn't mean what I said."
		8. "Let us go through this together."
		9. "It's not my fault, it's all yours."
		10. "You don't need to be so sorry. People do really make mistakes."

Guide

Questions

- 1. What made you decide to mark some statements with thumbs up?
- 2. What have you discovered regarding your point of view about expressions to build and keep a strong relationship?
- 3. How can you relate your personal experience and the statements in the activity?

WRITTEN OUTPUT

How you can build a stronger relationship with:

PARENT/ FAMILY	
PEERS	
COMMUNITY	
SPECIAL SOMEONE	

Multiple Choice. Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

	<p>time, the facilitator will allow you to share your reasons with your selected classmate or if applicable, with the members of your family.</p> <p><b>ASSESSMENT</b> <b>Multiple Choice.</b> Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.</p>	<p>1. What is likely to happen when two people shared mutual love? Their relationship will _____.</p> <p>a. grow in numbers alone                      b. be pleasing for everybody c. grow and become stronger                      d. be broken and get separated</p> <p>2. What personality does a good and real friend must have to make the relationship stronger?</p> <p>a. envious                      b. assertive                      c. gregarious                      d. compassionate</p> <p>3. What should a family avoid to maintain the trust in each member?</p> <p>a. affection                      b. dishonesty                      c. disagreement                      d. encouragement</p> <p>4. What item will BEST make a good romantic relationship or partnership to last?</p> <p>a. infidelity                      b. generosity                      c. insecurities                      d. communication</p> <p>5. What item does NOT show a proper way of communicating one’s love and affection to someone?</p> <p>a. warm embrace                      b. frequent nagging c. a tap on a shoulder                      d. a kiss on the cheek</p>		
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 ?				

Prepared by:

Checked by:

Noted by:

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Master Teacher I

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