

 <p>Daily Lesson Log</p>	School	BUKAL INTEGRATED NATIONAL HIGH SCHOOL	Grade:	GRADE 12
	Teacher	ROSELLE M. LINATOC	Learning Area:	PERDEV
	Date / Time:	October 16, 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. Discuss that understanding the intensity and differentiation of emotions may help in communicating emotional expressions.
A. Content Standard	The learner demonstrates understanding of the different types of emotions and how they are expressed.
B. Performance Standard	The learner able to identify ways to communicate and manage emotions in a healthy manner.
C. Learning Competencies	Discuss that understanding the intensity and differentiation of emotions may help in communicating emotional expressions.
II CONTENT	Emotional Intelligence
III. LEARNING RESOURCES	
A. References	
a. Teacher's Guide Pages	
b. Learner's Materials pages	Personal Development Self- Learning Module 10
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	Look at the pictures closely. What emotions was being shown in each picture. Refer for the jumbled letters for the answer. The definition was provided for you as a clue.
	

	
<i>B. Establishing a purpose for the lesson</i>	Why do you think it is important to understand our emotions?
<i>C. Presenting Examples/instances of new lesson</i>	Emotions can be observed through body language and facial expressions, which explain how you feel or how are you doing at that moment. Through analyzing and reading facial expressions you may be able to understand what a person's feelings. Physiological changes, as increased heartbeat or respiration, and overt manifestations, like crying or shaking of the body, and swaying of hand and arms may also give us an idea on what a person feels.
<i>D. Discussing new concepts and practicing new skills #1</i>	<p>The Universal Emotions Charles Darwin's book <i>The Expression of Emotions in Man and Animals</i> (1872) suggested seven universal emotions associated with facial expressions. These emotions are surprise, sadness, disgust, happiness, fright, anger, and contempt.</p> <p>Emotions are connected to our brain and comes with facial expression used to communicate the emotion. Surprise, sadness, disgust, happiness, fright, anger, and contempt are called universal emotions as they are common regardless of culture, age, race, language, and religion.</p> <p>Basic Emotions Here are the Basic Types of Emotion as defined in Merriam-Webster Dictionary and Dictionary.com</p> <ol style="list-style-type: none"> Joy- the emotion evoked by well-being, success, and good fortune or by the prospect of possessing what one desires. Sadness- this emotion is affected with or expressive of grief or unhappiness. It is characterized by feelings of disappointment, hopelessness, disinterest, and dampened mood. Anger- it is a strong feeling of displeasure and antagonism. Fear- this is an unpleasant, often strong emotion caused by anticipation or awareness of danger. Trust- this emotion reflects firm belief in the reliability, truth, ability, or strength of someone or something Disgust-it is a feeling of revulsion or strong disapproval aroused by something unpleasant or offensive. Surprise- the feeling caused by something unexpected or unusual. Anticipation- the act of looking forward; expectation or hope. <p>There are 8 basic types of emotions according to Psychologist Robert Plutchik, which was grouped into four pairs of opposites such as joy-sadness, anger-fear, trust-disgust, and surprise-anticipation. Plutchik also authored the "wheel of emotions" which was illustrated like the color wheel. According to Plutchik, emotions can be combined to form different feelings. For Plutchik, basic emotions act like building blocks while the complex or mixed emotions are blend of the basic ones. For instance, a combination of joy and trust creates love, contempt is a blend of anger and disgust.</p>

<i>E. Discussing new concepts and practicing new skills #2</i>											
<i>F. Developing mastery (Leads to Formative Assessment)</i>	<p>Directions: Choose the appropriate basic emotions from the word box. Write your answer on a separate answer sheet.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Joy</td> <td>Sadness</td> <td>Anger</td> <td>Fear</td> <td>Trust</td> </tr> <tr> <td>Disgust</td> <td>Surprise</td> <td>Anticipation</td> <td></td> <td></td> </tr> </table> <p>1. A feeling of mild astonishment or shock caused by something unexpected and characterized by raised eyebrows.</p> <p>2. A state of well-being and contentment characterized by enjoyment of simple things and harmonious relationship with others.</p> <p>3. A feeling of strong disapproval aroused by something unpleasant or offensive. It is characterized by revulsion in the mouth, throat, and stomach, nausea and vomiting</p> <p>4. An unpleasant emotion caused by the belief that someone or something is dangerous, likely to cause pain, or a threat. It is characterized by body trembling, hands sweating, rapid heartbeat and shortness of breath.</p> <p>5. A strong feeling of annoyance, displeasure, or hostility characterized by headache, stomachache, clenching jaws and grinding teeth.</p>	Joy	Sadness	Anger	Fear	Trust	Disgust	Surprise	Anticipation		
Joy	Sadness	Anger	Fear	Trust							
Disgust	Surprise	Anticipation									
<i>G. Finding Practical applications of concepts and skills</i>	Do the activity "What's More" on your SLM in PerDev page 151										
<i>H. Making generalizations and abstractions about the lesson</i>	Answer What I have Learned on SLM page 151										
<i>I. Evaluating Learning</i>	Answer Assessment on SLM page 153-154										
<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

 <p>Daily Lesson Log</p>	School	BUKAL INTEGRATED NATIONAL HIGH SCHOOL	Grade:	GRADE 12
	Teacher	ROSELLE M. LINATOC	Learning Area:	PERDEV
	Date / Time:	October 17, 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. Discuss that understanding the intensity and differentiation of emotions may help in communicating emotional expressions.
<i>D. Content Standard</i>	The learner demonstrates understanding of the different types of emotions and how they are expressed.
<i>E. Performance Standard</i>	The learner able to identify ways to communicate and manage emotions in a healthy manner.
<i>F. Learning Competencies</i>	Discuss that understanding the intensity and differentiation of emotions may help in communicating emotional expressions.
II CONTENT	Intensity of Emotion
III. LEARNING RESOURCES	
<i>A. References</i>	
<i>a. Teacher's Guide Pages</i>	
<i>b. Learner's Materials pages</i>	Personal Development Self- Learning Module 10
<i>c. Text book pages</i>	
<i>d. Additional Materials from Learning Resources</i>	Personal Development Reader Module Version 1, slide deck
<i>B. Other Learning Resources</i>	
IV. PROCEDURES	
<i>A. Reviewing previous lesson or presenting the new lesson</i>	Choose the term that describes what you feel when:

	Situations	A	B	C
	1. Your teacher call your attention that you are constantly failing to achieve good scores in English subject and ask you to attend remediation class for free to help you cope up with the lessons.	acceptance	trust	admiration
	2. One member of your family died of Covid-19 infection.	pensiveness	sadness	grief
	3. You received a grade of 75 on the subject that you studied the most.	annoyance	anger	rage
	4. You transferred to another school nearer to your new residence. Your new seatmate assists you to locate the cafeteria, clinic, and library.	serenity	joy	ecstasy
	5. Your friend invited you to watch movie in his/her house. You agreed to come without knowing that the movie is about massacre/killings which you never really like.	boredom	disgust	loathing
B. Establishing a purpose for the lesson	1. How may A's have you answered? How about B's? C's? 2. Which letter did you choose the most, A, B, or C?			
C. Presenting Examples/instances of new lesson	There are instances when too strong emotion compels a person do something beyond the normal. A good example is when you unexpectedly receive a gift on your birthday, you might feel thrilled, others might feel happy, some might feel glad. Is there any difference with the terms?			
D. Discussing new concepts and practicing new skills #1	Emotional intensity refers to variations in the magnitude of emotional responses, an extreme degree of feeling. Therefore, the intensity of emotion identifies the action an individual will have. Intensity ranges from mild, moderate to strong. Strong emotions should be dealt with caution as it may lead to action that a person might regret. For example, after feeling ecstasy for winning on the lottery, an overjoyed person might suffer heart attack. Moreover, a feeling of terror when somebody is trying to abuse you might end up making you quiet and not speaking or asking help to adults even after being molested several times. It is getting common to hear news of a man or a woman committing suicide due to too much grief of losing a partner, girlfriend, or a boyfriend.			

Figure 1.
Robert Plutchik's *Wheel of Emotions*

Plutchik describes the inner circle as the strongest emotions, the next circle are the basic emotions which has moderate intensity, and the outer circle are the emotions with the mildest intensity. Another emotion was created as

	a result of a combination of two basic emotions.															
	<u>Outer Circle</u> <u>Mild intensity emotions</u>	<u>Second Circle/basic emotions</u> <u>Moderate intensity emotions</u>	<i>New emotions created in between two basic emotions in the second circle</i>	<u>Inner Circle</u> <u>Strong intensity emotions</u>												
	Serenity	Joy	<i>Joy + Trust = Love</i>	Ecstasy												
	Acceptance	Trust	<i>Trust + Fear = submission</i>	Admiration												
	Apprehension	Fear	<i>Fear + Surprise = Awe</i>	Terror												
	Distraction	Surprise	<i>Surprise + Sadness = disapproval</i>	Amazement												
	Pensiveness	Sadness	<i>Sadness + Disgust = Remorse</i>	Grief												
	Boredom	Disgust	<i>Disgust + Anger = Contempt</i>	Loathing												
	Annoyance	Anger	<i>Anger + Anticipation = Aggressiveness</i>	Rage												
	Interest	Anticipation	<i>Anticipation + Joy = Optimism</i>	Vigilance												
	In real-life situation, you may observe that before a person fall in love to a somebody, the first emotion is that they are happy together. While happily getting along with that person, trust starts to develop, and finally love blooms. It is common to see friends falling in love with each other because they trust and happy being together and ends up as lovers.															
<i>E. Discussing new concepts and practicing new skills #2</i>																
<i>F. Developing mastery (Leads to Formative Assessment)</i>	As an adolescent, numerous situations that might challenge your emotional intelligence. Your actions because of emotions felt is probably triggered by the intensity of the emotions. Therefore, it is better to discuss what will you do if you will encounter these situations, to better understand the feelings, its intensity, and plan how to communicate emotional expressions positively. Write your answer on the answer sheet.															
	<table border="1"> <thead> <tr> <th>Situations</th> <th>Kind of emotion</th> <th>Intensity</th> <th>Actions (How to communicate expressions effectively)</th> </tr> </thead> <tbody> <tr> <td><i>Example: An adult in your neighborhood seems to be disrespecting you by violating your personal space.</i></td><td>Anger</td><td>strong</td><td><i>I will inform my neighbor that violating my personal space such as going inside my house without my consent is a big "NO" to me and I will report it to the proper authorities.</i></td></tr> <tr> <td><i>Your friends came to your house without your prior information. They brought food, balloons, and gift and initiated a simple birthday celebration for you.</i></td><td></td><td></td><td></td></tr> </tbody> </table>				Situations	Kind of emotion	Intensity	Actions (How to communicate expressions effectively)	<i>Example: An adult in your neighborhood seems to be disrespecting you by violating your personal space.</i>	Anger	strong	<i>I will inform my neighbor that violating my personal space such as going inside my house without my consent is a big "NO" to me and I will report it to the proper authorities.</i>	<i>Your friends came to your house without your prior information. They brought food, balloons, and gift and initiated a simple birthday celebration for you.</i>			
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<i>Your friends came to your house without your prior information. They brought food, balloons, and gift and initiated a simple birthday celebration for you.</i>																
<i>G. Finding Practical applications of concepts and skills</i>	Write a four-paragraph reflection on how you communicate your emotions in the past. Consider the following guide instruction/questions.															
<i>H. Making generalizations and abstractions about the lesson</i>	Answer What I have Learned on SLM page 152															
<i>I. Evaluating Learning</i>	Answer Assessment on SLM page 154															
<i>J. Additional activities for application or remediation</i>																
V. REMARKS																
VI. REFLECTION																

Prepared by:

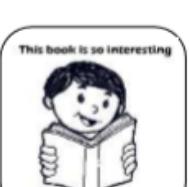
ROSELLE M. LINATOC
Teacher I

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 <p>Daily Lesson Log</p>	School	BUKAL INTEGRATED NATIONAL HIGH SCHOOL	Grade:	GRADE 12
	Teacher	ROSELLE M. LINATOC	Learning Area:	PERDEV
	Date / Time:	October 18-19, 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. Explore one's positive and negative emotions and how one expresses or hides them.
<i>G. Content Standard</i>	The learner demonstrates understanding of the different types of emotions and how they are expressed.
<i>H. Performance Standard</i>	The learner able to identify ways to communicate and manage emotions in a healthy manner.
<i>I. Learning Competencies</i>	Explore one's positive and negative emotions and how one expresses or hides them
II CONTENT	Positive and Negative Emotion
III. LEARNING RESOURCES	
<i>A. References</i>	
<i>a. Teacher's Guide Pages</i>	
<i>b. Learner's Materials pages</i>	Personal Development Self- Learning Module 11
<i>c. Text book pages</i>	
<i>d. Additional Materials from Learning Resources</i>	Personal Development Reader Module Version 1, slide deck
<i>B. Other Learning Resources</i>	
IV. PROCEDURES	
<i>A. Reviewing previous lesson or presenting the new lesson</i>	Write the correct emotion under each picture. Choose from the group of words inside the box. BELONGING, HOPE, GRATITUDE, ZEST, AMUSEMENT, PRIDE, AWE, and INTEREST.

	 	 	 	 
B. Establishing a purpose for the lesson	Are Negative Emotions Necessary?			
C. Presenting Examples/instances of new lesson	<p>How can you describe your emotion on the following situations:</p> <ul style="list-style-type: none"> • Beating the deadlines in the submission of assignment • Work on the assignment ahead of time • Felt good about it because I was able to submit it on time 			
D. Discussing new concepts and practicing new skills #1	<p>Positive vs. Negative Emotions: A Look at the Differences</p> <p>As we now know, positive and negative emotions are both vital for a healthy, well-rounded life. Let's look at how emotions in both categories impact us.</p>			
	<p>Given the impact of positive and negative emotions on our thoughts and behaviors, it is easy to see why helpful thinking keeps a close eye on negative emotions in addition to the positive. As vital as it is for us to learn how to boost our positive emotions and take advantage of the opportunities they bring, it is just as vital to learn how to adapt from negative emotions and cope with them effectively.</p> <p>When we accept, embrace, and act both our positive and our negative emotions, we give ourselves the best chance to live a balanced, meaningful life. Therefore, the field of positive psychology is hesitant to focus too much on positive emotions alone—it is just as important to understand how to turn negative emotions into a positive experience as it is to capitalize on our positive emotions.</p> <p>How Do They Affect the Brain?</p> <p>Positive and negative emotions both have different impacts in the brain. For example, positive emotions have been shown to impact the brain in the following ways:</p> <ul style="list-style-type: none"> ■ They can increase our performance on a knowledgeable task by lifting our spirits without disrupting us like negative emotions do (Iordan & Dolcos, 2017). ■ Positive emotions may help us increase our horizons and widen our brain's scope of focus (Fredrickson, 2001). <p>Meanwhile, negative emotions are known to affect the brain in the following ways:</p> <ul style="list-style-type: none"> ■ Facilitating emotional conflict processing, helping us to make sense of conflicting emotional information. In other words, negative emotions can help us figure hard emotional problems (Zinchenko et al., 2015). ■ Facilitating cognitive conflict processing, aiding us in comprehending dissimilar or conflicting cognitive information. In other words, negative emotions can also help us make sense when we receive confusing signals (Kanske & Kotz, 2010; 2011). ■ Reducing the experience of empathy, which can help protect us from getting too involved with others and stay focused on our goals (Qiao-Tasserit, Corradi-Dell'Acqua, & Vuilleumier, 2017) 			

Positive Emotions?

Positive emotions are emotions that we typically find pleasurable to experience. The Oxford Handbook of Positive Psychology defines them as “pleasant or desirable situational responses... distinct from pleasurable sensation and undifferentiated positive affect” (Cohn & Fredrickson, 2009). Basically, this definition is stating that positive emotions are pleasant responses to our environment (or our own internal dialogue) that are more complex and targeted than simple sensations.

Some common positive emotions include:

- Love
- Joy
- Satisfaction
- Contentment
- Interest
- Amusement
- Happiness
- Serenity
- Awe

What Are Negative Emotions?

On the other hand, negative emotions are those that we typically do not find pleasurable to experience. Negative emotions can be defined as “as an unpleasant or unhappy emotion which is evoked in individuals to express a negative effect towards an event or person” (Pam, 2013).

If an emotion discourages and drags you down, then it's most likely a negative emotion.

A few of the most felt negative emotions are:

- Fear
- Anger
- Disgust
- Sadness
- Rage
- Loneliness
- Melancholy
- Annoyance

Do We Need Both?

Look back over the list of sample negative emotions. Do you want to feel any of those emotions? You probably do not, and it is no wonder! It does not feel good to experience any of those emotions.

Have you ever felt one of these emotions and thought to yourself, “I wish I should have experienced this emotion always? Although you may have experienced this once or twice—generally at a time when we think we shouldn't feel positive emotions—it's easy to see that this list is full of pleasurable emotions that people tend to seek out. We know that we need positive emotions to function effectively, grow, and thrive.

So, if it is basically universally unpleasant for us to experience negative emotions and universally pleasant and desirable to experience positive emotions, do we need the negative ones at all?

As it turns out, yes!

How Can They Impact our Health and Well-Being?

It's not the negative emotions that directly impact our health and well-being, but it is on how we react and process them.

Staying stuck on negative emotions can increase our bodies' production of our stress hormone, cortisol, which in turn depletes our cognitive ability to solve problems proactively, and can also damage our immune defenses, making us more susceptible to other illness (Illiard, 2009). Chronic stress has also been linked to a shorter lifespan (Epel et al, 2004).

Anger is the negative emotion that has been shown to have the biggest impact on our health and well-being, particularly when it is poorly managed. Studies have connected anger to various health concerns including high blood pressure, cardiovascular disease, and digestive disorders (Hendricks et al, 2013).

	<p>Boerma (2007) linked unhealthy amounts of anger to increased levels of cortisol, which were implicated in decreased immune system efficiency. Boerma's research found that chronically angry people were more likely to have a cold, the flu, asthmatic symptoms and skin diseases such as rashes compared to non-chronically angry people.</p> <p>Feelings of anger are a normal and healthy part of being human. Learning to avoid all anger would be an impossible goal. Instead, in anger management, you will learn to avoid negative reactions to anger (such as aggression), while learning new emotionally healthy habits.</p> <p>Emotions play a big role in our life. They are twenty- four hours active and alive every day. It tells us what to do with our self, family, job, career, and how we love others. That is where we experience most differently the positive and the negative emotions. If we are unable to control the course that our emotions run, we might as well be heading down the road towards destruction that is the reason why we need to manage and control our emotions.</p>
<i>E. Discussing new concepts and practicing new skills #2</i>	
<i>F. Developing mastery (Leads to Formative Assessment)</i>	Answer What Is It? on SLM page 160
<i>G. Finding Practical applications of concepts and skills</i>	<p>Give your reflection on the following statement:</p> <ol style="list-style-type: none"> 1. What is your opinion about the topic? Do you think positive and negative emotions are necessary, or do you think we could do away with them without any conflicting effects? 2. Can you think of an important moment in your life that didn't involve strong feelings? 3. How does it feel to win a prize in a contest when you expected a greater prize? What might have been?
<i>H. Making generalizations and abstractions about the lesson</i>	Answer What I have Learned on SLM page 164
<i>I. Evaluating Learning</i>	Answer Assessment on SLM page 165
<i>J. Additional activities for application or remediation</i>	
V. REMARKS	
VI. REFLECTION	

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