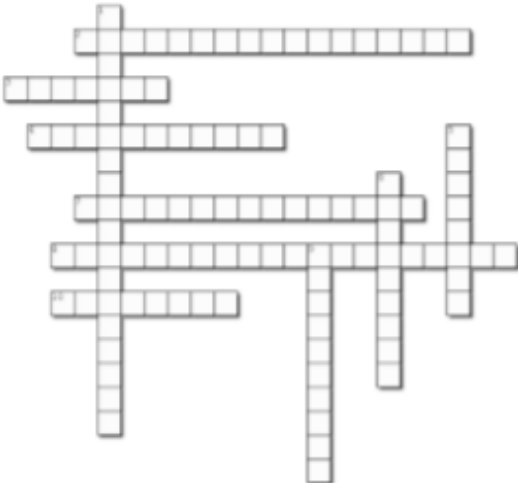


 Daily Lesson Log	School	BUKAL INTEGRATED NATIONAL HIGH SCHOOL	Grade:	GRADE 12
	Teacher	ROSELLE M. LINATOC	Learning Area:	PERDEV
	Date / Time:	September 11-12, 2023 8:30-9:15 Socrates 9:35- 10:20 Plato	Quarter:	FIRST

I OBJECTIVES	At the end of the lesson the learners able to: 1. Evaluate his/her own thoughts, feelings, and behaviors.
A. <i>Content Standard</i>	The learner demonstrates understanding of the various aspects of holistic development: physiological, cognitive, psychological, spiritual, and social development
B. <i>Performance Standard</i>	The learner is able to illustrate the connections between thoughts, feelings, and behaviors in a person's holistic development.
C. <i>Learning Competencies</i>	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. <i>Teacher's Guide Pages</i>	
b. <i>Learner's Materials pages</i>	Personal Development Self- Learning Module 3
c. <i>Text book pages</i>	
d. <i>Additional Materials from Learning Resources</i>	Personal Development Reader Module Version 1, slide deck
B. Other Learning Resources	
IV. PROCEDURES	
A. <i>Reviewing previous lesson or presenting the new lesson</i>	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. <i>Establishing a purpose for the lesson</i>	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. <i>Presenting Examples/instances of new lesson</i>	Who would be responsible in developing one's personality?
D. <i>Discussing new concepts and practicing new skills #1</i>	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

 Daily Lesson Log	School	BUKAL INTEGRATED NATIONAL HIGH SCHOOL			Grade:	GRADE 12
	Teacher	ROSELLE M. LINATOC			Learning Area:	PERDEV
	Date / Time:	September 13, 2023 8:30-9:15 Socrates 9:35- 10:20 Plato	September 14, 2023 8:30-9:15 Socrates	September 15, 2023 9:35- 10:20 Plato	Quarter:	FIRST

I OBJECTIVES	At the end of the lesson the learners able to: 1. Discuss developmental tasks and challenges being experienced during adolescence.
A. <i>Content Standard</i>	The learner demonstrates understanding of himself/herself during middle and late adolescence.
B. <i>Performance Standard</i>	The learner is able to conduct self-exploration and simple disclosure
C. <i>Learning Competencies</i>	Discuss developmental tasks and challenges being experienced during adolescence
II CONTENT	Developmental Task and Challenges of Adolescence
III. LEARNING RESOURCES	
A. References	
a. <i>Teacher's Guide Pages</i>	
b. <i>Learner's Materials pages</i>	Personal Development Self- Learning Module 4
c. <i>Text book pages</i>	
d. <i>Additional Materials from Learning Resources</i>	Personal Development Reader Module Version 1, slide deck
B. Other Learning Resources	
IV. PROCEDURES	
A. <i>Reviewing previous lesson or presenting the new lesson</i>	the class play the Game Who am I using word wall.
B. <i>Establishing a purpose for the lesson</i>	
C. <i>Presenting Examples/instances of new lesson</i>	What can say about a person as they grow older?
D. <i>Discussing new concepts and practicing new skills #1</i>	Adolescence is a stage in a young person's life in which they move from dependency on their parents to independence, autonomy, and maturity. The young person begins to move from the family as their major social system to his/her peers as a more appealing social group that might influence his/her adulthood and independence. Undeniably, biological, cognitive, psychological, social, moral, and spiritual changes could be both exciting and daunting for these may affect one's independence and perspectives in life. Consequently, oftentimes, it is the members of the family who take notice of these changes in patterns and behaviors. Here is the list of the most common challenges that adolescents experience: Biological Challenges Adolescence begins with the first well-defined maturation event called puberty. Included in the biological challenges are the changes that occur due to the release of the sexual hormones that affect emotions. Mood changes can increase which can have an impact on relationships both at home with parents and siblings and peers at school. Cognitive Challenges Piaget, in his Theory of Social Development, believed that adolescence is the time when young people develop cognitively from "concrete operations" to "formal operations", so they are

	able to deal with ideas, concepts, and abstract theories. It takes time to develop confidence using these newly acquired skills, and they may make mistakes in judgment. Learning through success and failure is part of the learning process for the adolescent. Adolescents are egocentric. They can become self-conscious thinking they are being watched by others, and at other times they behave as if they were on a center stage and perform for a non-existent audience. For example, acting like a music idol, singing their favorites songs in their room with all the accompanying dance steps. Psychological Challenges The notable psychological challenge that the adolescent must cope with is moving from childhood to adulthood. A new person is emerging, thus, rules will change, and more responsibilities will be placed on him/her, so a certain standard of behavior is now required to be maintained. Accountability is becoming an expectation from both parental and legal concepts. As adolescents continue their journey of self-discovery, they continually adjust to new experiences, even biologically and socially. This can be both stressful and anxiety-provoking. It, therefore, is not surprising that adolescents can have a decreased tolerance for change; hence, it becomes increasingly more difficult for them to modulate their behaviors which are sometimes displayed by inappropriate mood swings and angry outbursts.
<i>E. Discussing new concepts and practicing new skills #2</i>	Health Issues of adolescence: Eating Disorders An eating disorder describe illness that are characterized by irregular eating habits and severe distress or concern about body weight or shape. Eating disturbances may include inadequate or excessive food intake which can ultimately damage an individual's well-being. The most common forms of eating disorders are the following. Types of Eating Disorders: 1. Anorexia Nervosa Teenagers with anorexia may take extreme measures to avoid eating and to control the quantity and quality of the foods they eat. They may become abnormally thin and still talk about feeling fat. They typically continue to strict diet even at very unhealthy weights because they have a distorted image of their body. 2. Bulimia Nervosa Teenagers with bulimia nervosa typically 'binge and purge' by engaging in uncontrollable episodes of overeating (bingeing) usually followed by compensatory behavior such as: purging through vomiting, use of laxatives, enemas, fasting, or excessive exercise. Eating binges may occur as often as several times a day but are most common in the evening and night hours. Mental Health Disorder ■ Anxiety Disorders Anxiety disorders are a group of mental disorders characterized by significant feelings of anxiety and fear. Anxiety is a worry about future events, and fear is a reaction to current events. These feelings may cause physical symptoms, such as a fast heart rate and shakiness. ■ Mood Disorders The development of emotional or behavioral symptoms in response to identifiable stressors that occur within 3 months of the onset of the stressors. Here, low mood, tearfulness, or feelings of hopelessness are predominant. ■ Major Depressive Disorder (MDD): A period of at least 2 weeks during which there is either depressed mood or the loss of interest or

	pleasure in nearly all activities. In children and adolescents, the mood may be irritable rather than sad. ■ Bipolar Disorder: A period of abnormally and persistently elevated, expansive, or irritable mood and abnormally and persistently increased activity or energy, lasting at least 4 consecutive days and present most of the day, nearly every day, or that requires hospitalization. ■ Attention Deficit Hyperactivity Disorder Definitions of the symptom complex known as attention-deficit/hyperactivity disorder (ADHD) differ, but severe problems with concentration or attention and/or hyperactivity are estimated to affect adolescents. Six times as many boys as girls are affected. ■ School phobia School phobia, also called school refusal, is defined as a persistent and irrational fear of going to school. It must be distinguished from a mere dislike of school that is related to issues such as a new teacher, a difficult examination, the class bully, lack of confidence, or having to undress for a gym class. The phobic adolescent shows an irrational fear of school and may show marked anxiety symptoms when in or near the school. ■ Learning disabilities Learning abilities encompasses disorders that affect the way individuals with normal or above normal intelligence receive, store, organize, retrieve, and use information. Problems included dyslexia and other specific learning problems involving reading, spelling, writing, reasoning, and mathematics. Undiagnosed learning disabilities are a common but manageable cause of young people deciding to leave school at the earliest opportunity.
<i>F. Developing mastery (Leads to Formative Assessment)</i>	
<i>G. Finding Practical applications of concepts and skills</i>	Do the activity "What More" on your SLM in PerDev page 50
<i>H. Making generalizations and abstractions about the lesson</i>	Read and Answer the following 1. What are the implications of the developmental tasks to you as a student? 2. Give at least three of your significant roles in the society. 3. Make a list of your skills that would help you in dealing with things when you enter adult life. 4. Explain: "Challenges help us to face the reality"
<i>I. Evaluating Learning</i>	Answer Assessment on SLM page 52-53
<i>J. Additional activities for application or remediation</i>	
V. REMARKS	
VI. REFLECTION	

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