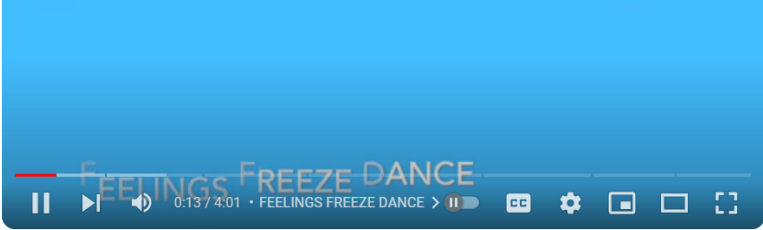


CATCH-UP FRIDAYS TEACHING GUIDE

(FOR VALUES, PEACE, AND HEALTH ED)

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|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Catch-up Subject:                           | Health Education                                                                                                                                                                                                                                                                    | Grade Level:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3                                               |
| Quarterly Theme:                            | <b>Sexual and Reproductive Health</b> <i>(refer to Enclosure No. 3 of DM 001, s. 2024, Quarter 3)</i>                                                                                                                                                                               | Date:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | MARCH 8, 2024                                   |
| Sub-theme:                                  | <b>Ways friends express feelings for each other</b> <i>refer to Enclosure No. 3 of DM 001, s. 2024, Quarter 3</i>                                                                                                                                                                   | Duration:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>(time allotment as per DO 21, s. 2019)</i>   |
| Session Objectives:                         | Students will learn various ways friends express their feelings for each other, fostering empathy and emotional intelligence. They will engage in interactive activities, discussions, and games to understand the importance of expressing feelings in friendships.                | Subject and Time:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <i>(schedule as per existing Class Program)</i> |
| References:                                 | K to 12 Basic Education Curriculum<br><a href="https://englishstudyonline.org/expressing-feelings/">https://englishstudyonline.org/expressing-feelings/</a>                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                 |
| Materials:                                  | <ul style="list-style-type: none"><li>• Music for the "Feelings Freeze Dance"</li><li>• News article related to friendships or emotions</li><li>• Flashcards with facial expressions</li><li>• Props for "Emotion Charades"</li><li>• Scenarios for role-playing activity</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                 |
| Lesson Proper                               | Duration                                                                                                                                                                                                                                                                            | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                 |
| Friday Routine exercise/ Dynamic Stimulator | 5 minutes                                                                                                                                                                                                                                                                           | <p>Start the lesson with a quick energizing activity such as "Feelings Freeze Dance" where students dance freely to music, and when the music stops, they freeze in a pose expressing a feeling (happy, sad, excited, etc.).</p> <div></div> <p><a href="https://www.youtube.com/watch?v=bLwUpof3qc8&amp;ab_channel=TFC%3ATheFeelingsChannel">https://www.youtube.com/watch?v=bLwUpof3qc8&amp;ab_channel=TFC%3ATheFeelingsChannel</a></p> |                                                 |
| Current Health News and Sharing             | 5 minutes                                                                                                                                                                                                                                                                           | Discuss a recent news article related to friendships, emotions, or mental health. Encourage students to share their thoughts and experiences related to the topic.                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                 |
| Health Session                              | 30 minutes                                                                                                                                                                                                                                                                          | <b>Introduction (5 minutes):</b> Begin by discussing the importance of expressing feelings among friends. Emphasize that sharing emotions helps build strong and supportive relationships.                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                 |

 **HOW TO EXPRESS FEELINGS**

**ASKING ABOUT FEELINGS**

- How are you feeling today?
- You look sad/upset. Are you OK?
- You seem a little bit distracted. Are you alright?
- You seem kind of low today. What's wrong?
- You seem a little blue today. What's the matter?
- What's wrong?
- What's the matter?
- Are you OK/alright?
- Are you happy/angry...?
- Is everything OK/alright...?

**EXPRESSING FEELINGS**

- I feel a little sad/happy/angry/...
- I am a little sad/happy/angry/ ....
- To be honest, I'm a little bit sad/happy/ angry/...
- It's been a difficult day.
- The thing is that I am angry/sad/ ...
- I am mad at him /her...


 **Englishstudyonline.org**

Expressing emotions is an important part of communication, and finding the right words to convey how you feel can be challenging. That’s why we’ve compiled a list of alternative phrases and idioms that can help you express your feelings in a more accurate and meaningful way. From positive phrases like “over the moon” to negative phrases like “down in the dumps,” we’ve got you covered.

Positive Emotions

When we feel good, we want to express it! Here are some positive emotions you can use to describe how you're feeling:

| Emotion    | Definition                                                        |
|------------|-------------------------------------------------------------------|
| Happy      | Feeling pleasure or contentment                                   |
| Joyful     | Feeling great happiness                                           |
| Excited    | Feeling eager or enthusiastic                                     |
| Grateful   | Feeling thankful or appreciative                                  |
| Proud      | Feeling a sense of accomplishment or satisfaction                 |
| Amused     | Feeling entertained or finding something funny                    |
| Blissful   | Feeling extreme happiness or joy                                  |
| Gracious   | Feeling courteous or kind                                         |
| Relieved   | Feeling a sense of release or comfort after a difficult situation |
| Optimistic | Feeling hopeful or positive about the future                      |
| Love       | Feeling a deep affection or attachment to someone or something    |
| Hopeful    | Feeling optimistic or confident about the future                  |
| Inspired   | Feeling motivated or influenced by someone or something           |
| Confident  | Feeling self-assured or certain                                   |
| Serene     | Feeling calm and peaceful                                         |

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|  |  | <p>Alex: Yeah, maybe I'll try that. Thanks for listening, Sarah.</p> <p>Sarah: Of course, anytime. Friends are here to listen and support each other.</p> <p><b>Scenario 2:</b></p> <p>Role-playing Scenario: "Expressing Gratitude"</p> <p>Description: Two friends, Mia and Jack, have been working on a project together. Mia notices that Jack has been very helpful and supportive throughout the process.</p> <p>Role-play:</p> <p>Mia: (approaching Jack) Hey Jack, I just wanted to say thank you for helping me with our project. You've been really supportive, and I appreciate it.</p> <p>Jack: (smiling) Aw, thanks Mia! I'm glad I could help. Working together has been fun.</p> <p>Mia: Yeah, it definitely has. I feel lucky to have a friend like you who's always there to lend a hand.</p> <p>Jack: (grateful) And I feel lucky to have you as a friend too, Mia. We make a great team!</p> <p>Mia: (laughing) Definitely! Let's keep up the good work and finish our project strong.</p> <p>Jack: Absolutely! Teamwork makes the dream work!</p> <p>These scenarios can help students understand the importance of empathy, active listening, and expressing gratitude in friendships.</p> <p><b>Interactive Activities:</b> Use flashcards with facial expressions and ask students to identify and discuss the corresponding emotions.</p> <div><div><p>Angry</p></div><div><p>Bored</p></div><div><p>Brave</p></div><div><p>Calm</p></div><div><p>Disgusted</p></div><div><p>Excited</p></div><div><p>Happy</p></div><div><p>Jealous</p></div><div><p>Joyful</p></div><div><p>Loved</p></div><div><p>Proud</p></div><div><p>Sad</p></div><div><p>Scared</p></div><div><p>Shy</p></div><div><p>Silly</p></div><div><p>Surprised</p></div><div><p>Suspicious</p></div><div><p>Tired</p></div><div><p>Worried</p></div><div><p>Yummy</p></div></div> <p><b>Group Discussions:</b> Pose questions like "How do you feel when a friend shares their toys with you?" or "What can you do if you notice a friend is feeling lonely?"</p> |
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| <b>Class Reflection and Sharing</b> | 10 minutes | Allow students to reflect on the activities and share their experiences. Encourage open discussion about how expressing feelings can strengthen friendships and create a positive classroom environment.                        |
| <b>Wrap up</b>                      | 10 minutes | Summarize the key points of the lesson and reinforce the importance of expressing feelings in friendships. End with a positive affirmation activity where each student shares something they appreciate about their classmates. |

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Teacher I

Recommending Approval:

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