Strengthened Senior High School

DepED
DEPARTMENT OF EDUCATION

Learning Activity Sheets for Life and Career Skills

CORE SUBJECT



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Learning Activity Sheets for Life and Career Skills **Term 2**

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LEARNING ACTIVITY SHEET (LAS)

Lesson Title/Topic:	Personal, Social & Environmental Factors in Career Planning		
Name		**Grade & Section**	

I. Activity Title: Discovering Me?

II. Objective

At the end of the activity, you should be able to differentiate skills, interests, and talents.

III. Materials Needed

pen and paper

IV. Instruction

Identify as many skills, interests, and talents that you think you have.

Write your answer in the lines provided:

Skills that I have:

_____
_____
_____
_____
_____

Interests that I enjoy:

_____
_____
_____
_____
_____

Talents I am proud of:

_____
_____
_____
_____
_____

Pair up or form small groups to share and discuss (depending on teacher's instructions).

- What patterns or connections do you notice?
- Can you think of careers that match your traits?

I. Activity Title: Stairs of Success

II. Objective

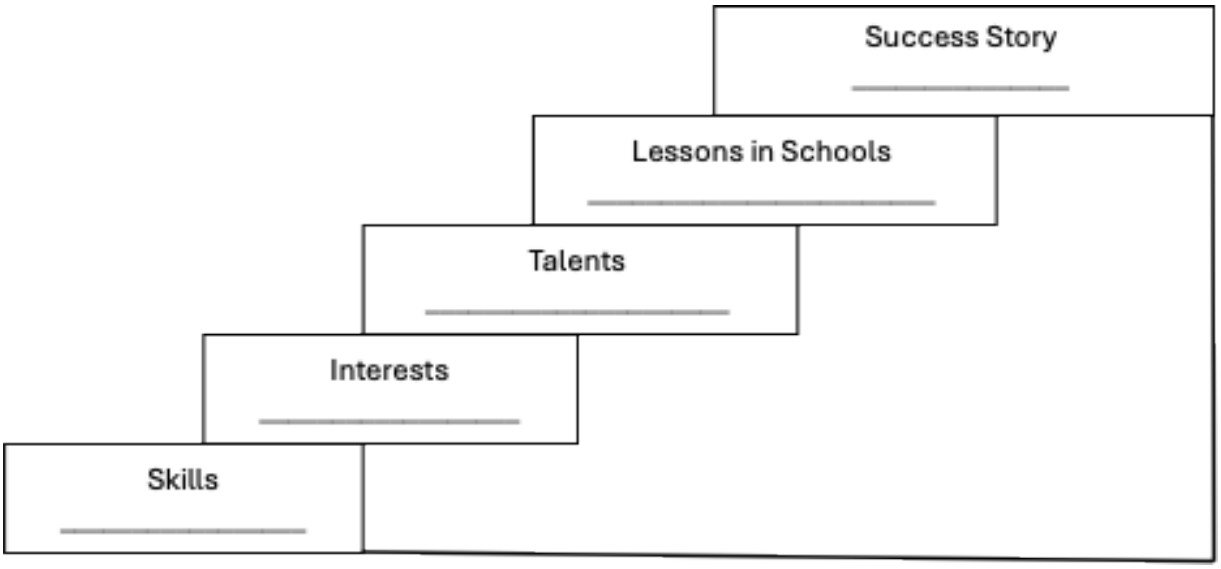
At the end of the activity, you should be able to reflect on personal success experiences and identify personal factors that contributed to achieving that success.

III. Materials Needed

pen and paper

IV. Instruction

1. Think of a successful story that you have experienced.
2. Write the skills, interests, talents, and lessons in schools that have been used for this success story.



I. Activity Title: Career Lattice

II. Objective

At the end of the activity, you should be able to identify your interests, career pathways, academic requirements, key skills, and talents.

III. Materials Needed

pen and paper

IV. Instruction

Think of a single broad interest that could lead you to several career pathways. Fill out the table with identified interests, career pathways, academic requirements, skills, and talents.

Interest		
Career Pathways	**Academic Requirements**	**Key Skills and Talents**

I. Activity Title: Career Lattice

II. Objective

At the end of the activity, you will be able to interpret a set of data and accurately represent the information by creating simple graphs (e.g., bar graphs, line graphs, or pie charts) to effectively communicate trends and results.

III. Materials Needed

pen and paper

IV. Instruction

From the set of data provided by the teacher, (e.g., survey results, performance statistics, or cultural trend figures), compute the percentages, averages, and create a simple graph.

Preference	Survey Result	Implication
Remote/Hybrid Work	92% prefer remote/hybrid setups	Employers must offer flexible arrangements
Work-Life Balance	65% prioritize balance over salary	Wellness programs are key
Job Stability	72% value stability	Long-term contracts attract Gen Z
Company Culture	90% would switch jobs for better culture	DEI and authentic values are critical
Leadership Ambition	Only 6% see leadership as primary goal	Gen Z prefers gradual growth

I. Activity Title: Career Lattice

II. Objective

At the end of the activity, you will be able to analyze career-related texts by identifying key ideas and synthesizing information, then express understanding through clear and concise summaries in your own words.

III. Materials Needed

pen and paper

IV. Instructions

To build comprehension and synthesis skills while connecting lesson content to real-world data, provide career-related short articles (e.g., AI, healthcare, and freelancing). Learners highlight key ideas, then summarize them in your own words.

DepEd to strengthen SHS graduates' work readiness

June 4, 2021 — To better equip learners with work-ready skills, the Department of Education (DepEd) will conduct nationwide upskilling activities on work and professional development among Senior High School (SHS) students.

"Even amid the COVID-19 pandemic and the implementation of blended learning, we want to make sure that our learners in Senior High School will have the best opportunity available when the time comes that they want or need to be employed," Education Secretary Leonor Magtolis Briones said.

In partnership with Microsoft Philippines, the Department eyes to conduct training on Microsoft Learn, Microsoft Imagine Academy, and LinkedIn Learning, which will enable them to connect with industry practitioners from different fields. DepEd will also train graduating learners to build impactful resumes and online professional profiles.

Through these activities, learners can acquire necessary competencies and digital certifications by completing learning paths in digital productivity, computer sciences, cloud, artificial intelligence (AI), and data science aligned to in-demand jobs globally.

In addition, the agency will partner with the Employers Confederation of the Philippines (ECOP) to involve more industries in providing learners with work experience and possible employment opportunities. The Department plans to collaborate with ECOP to expand and develop the SHS Internship and Immersion Program for Grade 11 learners to boost their employment experience before graduating.

"With these initiatives, students are upskilled, and what they have learned through their basic education is reinforced with more skills training while the industry sector is made aware of the capacities and potential of SHS graduates," Undersecretary for Administration Alain Del Pascua said.

DepEd will also revisit and expand the SHS Internship and Immersion program and align the curriculum guide with the current situation and regional direction.

"A paradigm shift and an open and optimistic mind can change the future of our Filipino youth and move towards the success of the Philippine K to 12 basic education program," Usec. Pascua emphasized.

These efforts are part of the Public Schools of the Future (PSOF) Framework of the Administration Strand led by Undersecretary Alain Del B. Pascua and Assistant Secretary Salvador Malana III. It is under the leadership of Secretary Leonor Magtolis Briones

Highlight key points and summarize.

LEARNING ACTIVITY SHEET (LAS)

Lesson Title/Topic:	Factors Affecting Career Planning		
Name		**Grade & Section**	

I. Activity Title: My Influence and Opportunity Ranking

II. Objective(s):

At the end of the activity, you will be able to:

1. identify the influences and opportunities to consider your career planning; and
2. analyze which factors or opportunities matter most for your personal career goals.

III. Materials Needed:

- Paper or bond paper
- Markers, crayons, or coloring materials (for creative design)
- Access to a computer or tablet (for digital file)
- Rubric (provided by the teacher for self-assessment)

IV. Instructions

List 3-5 influences and 3-5 opportunities for each category.

Review your lists and rank the items in each category from the most to the least important. Analyze which factors or opportunities matter most for your personal career goals. Then reflect on your ranking.

My Influence and Opportunity Ranking Table

Factors	List 1-5	Rank 1-5 Most significant to least	Reflections
Social Influence			
Environmental Influence			
Social Opportunities			
Environmental Opportunities			

Guide Questions:

1. Who or what has the most significant influence on your career decision? Why?

2. What opportunity is available to you right now that could help in your career?

3. Why did you rank one influence or opportunity as the most important?

4. How do your influences and opportunities affect the career you are considering?

I. Activity Title: Personal Career Influence & Opportunity

II. Objective(s)

At the end of the activity, you should be able to create and present your "Personal Career Influence and Opportunity Table" by mapping your influences and opportunities that may connect to your career path of your chosen Senior High School Curriculum exit/s.

III. Materials Needed

- Paper or bond paper
- Markers, crayons, or coloring materials (for creative design)
- Access to a computer or tablet (for digital file)
- Rubric (provided by the teacher for self-assessment)

IV. Instructions

Give each learner a copy of the Career Influence and Opportunity Table (blank).

The teacher will guide the students to:

1. Reflect on their skills, interests, and passions, and list how these link with social and environmental influences.
2. Identify an example (influence or opportunity).
3. Explain how it affects their career choice.
4. State a possible career path or field.
5. Indicate their intended SHS exit path (Employment, Entrepreneurship, Higher Education, Middle-Level Skills).
6. How can they adapt if things change?

My Personal Career Influence & Opportunity Table

Factors	My Skills / Interests / Passions / Influences / Opportunities	How It Affects My Career Decision	Possible Career Path / Field	SHS Exit Path	How I Can Adapt / Respond to Changes
Personal					
Social					
Environmental					

LEARNING ACTIVITY SHEET (LAS)

Lesson Title/Topic:	Understanding Workplace Considerations for Career Success		
Name		**Grade & Section**	

I. Activity Title: Employee Rights Check

II. Objective(s):

At the end of the activity, you are expected to distinguish between workplace practices that uphold or violate employee rights by analyzing different workplace situations.

III. Materials Needed:

- Printed workplace scenarios or activity sheet
- ¼ sheet of paper
- Pen or pencil
- Whiteboard/blackboard and marker/chalk (optional, for discussion of answers)
- Timer (optional, if the activity is time-limited)

IV. Instructions:

You will be given different workplace scenarios. For each scenario, determine whether the basic rights of an employee are being respected or violated. On a ¼ sheet of paper, write a ✓ **(check mark)** if the scenario is correct and respects employee rights, or an ✗ **(cross mark)** if the scenario is wrong and violates employee rights.

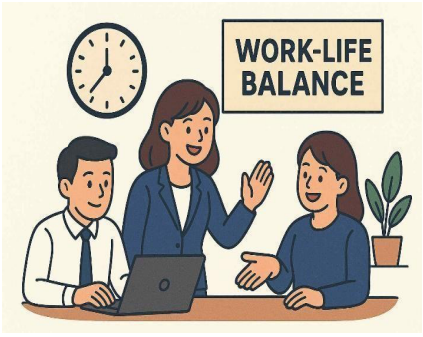
a. Jenny, an employee who always works overtime but does not receive any overtime pay.





b. A company with a toxic working culture and environment.

c. You are employed in a company with a good work-life balance.





d. Employees are experiencing an unfair system in the company.

e. Employees are happy because they are working lightly in a good working environment where they can express themselves and be able to express their full potential.



Presentation: After completing your answers, find a partner and discuss your responses. Compare your answers and explain the reasons behind your choices. Be prepared to share your insights with the class during the discussion.

I. Activity Title: My Ideal Workplace

II. Objective(s):

At the end of the activity, you are expected to identify workplace characteristics that contribute to career success and explain how these align with your personal values, interests, and career goals.

III. Materials Needed:

- Bond paper or drawing paper
- Pencil
- Eraser
- Coloring materials (crayons, colored pencils, markers, or oil pastels)
- Ruler (optional)
- Timer or stopwatch
- Whiteboard/blackboard and marker/chalk (for instructions and discussion)

IV. Instructions:

Imagine your ideal workplace and create a drawing that represents your dream work environment. Think about the type of workplace where you would feel comfortable, motivated, and successful in your future career.

After completing your drawing, present your work to the class and explain your ideas.

In your presentation, discuss the following:

1. What makes your chosen workplace ideal for you?

2. How does your ideal workplace differ from the workplaces that exist today?

3. What specific factors contribute to making your workplace a place where you believe you can succeed, such as the environment, people, flexibility, work culture, opportunities for growth, and work-life balance?

4. How does your ideal workplace support your personal and professional goals?

Be creative and use your drawing to clearly communicate your vision of an ideal workplace.

I. Activity Title: Rights at Work: Match and Learn

II. Objective(s):

At the end of the activity, you are expected to distinguish different employee rights and labor standards and apply them to workplace situations presented in the activity.

III. Materials Needed:

- Printed activity sheet containing **Column A and Column B**
- Answer sheet or ¼ sheet of paper
- Pen or pencil
- Whiteboard/blackboard and marker/chalk (for checking answers and discussion)

IV. Instructions:

Read each statement in **Column A** carefully. Determine the employee's right, labor standard, or workplace situation being described. Write the **letter of the correct answer from Column B** on the space provided before each number.

After completing your answers, compare your responses with a partner and discuss the reasons for your choices. Be prepared to share your answers and explanations during class discussion.

Column A

1. Juan works 9 hours a day. He should be given extra pay for the 1 extra hour.
2. Maria worked on December 25 (a regular holiday). She should receive double pay.
3. Carlo works from 11 PM to 5 AM. He deserves extra pay because of the difficult hours.
4. Ana has worked in a company for 2 years. She is entitled to 5 days of paid leave yearly.
5. Pedro is 14 years old and wants to work in a factory. The law does not allow this.
6. A company should not pay its workers with grocery items but in legal Philippine money.
7. Workers must receive their salary at least twice a month and directly in the workplace.
8. An employer deducted money from an employee’s salary for personal reasons. This is not allowed unless permitted by law.
9. Liza wants her rest day to be on Sunday because of her religion. Her employer must respect this.
10. Women workers are entitled to maternity leave and other special protections.

Column B

A. Benefits for special groups
B. Holiday pay
C. Night shift differential
D. Overtime pay
E. Payment of wages
F. Prohibition of deductions
G. Protection for women and minors
H. Rest Day
I. Service incentive leave
J. Wages must be paid in legal tender

LEARNING ACTIVITY SHEET (LAS)

Lesson Title/Topic:	Responsibilities of Employers		
Name		**Grade & Section**	

I. Activity Title: Data to Story

II. Objective(s):

At the end of the activity, you are expected to interpret workplace data by comparing before-and-after indicators and explain how improved workplace practices contribute to employee well-being and business productivity.

III. Materials Needed:

- Printed data table or activity sheet
- Calculator (optional)
- Pen or pencil
- Scratch paper for computations
- Whiteboard/blackboard and marker/chalk
- Spreadsheet software (optional, such as Microsoft Excel or Google Sheets)
- Projector or PowerPoint presentation (optional) for displaying the data table and discussion questions

IV. Instructions:

Analyze the table carefully and compare the workplace indicators shown in the "**Before**" and "**After**" columns. Examine the changes in customer numbers, employee absences, customer satisfaction rates, or other workplace data presented.

Using the information in the table, calculate the increase or decrease in each indicator through **simple subtraction or percentages**, as instructed by your teacher. After completing the calculations, interpret the results and explain what the data reveals about the workplace.

Answer the guide questions provided and be prepared to share your findings during the class discussion.

As you analyze the data, consider the following:

1. What changes occurred between the "Before" and "After" data?
2. Which workplace indicators improved or declined?
3. What factors may have contributed to these changes?
4. How do the results affect workplace productivity, employee performance, and customer satisfaction?

Use evidence from the data to support your answers.

Processing Questions:

● What changes do you think the café owner made that helped increase the number of customers and reduce employee absences?

● How does this example show that improving workplace practices can lead to better success for both the business and its employees?

Workplace Indicator	Before	After
Average Number of Customers per Day	30	50
Employee Absences per Month	6	2
Customer Satisfaction Score	50%	90%

I. Activity Title: Policy Evaluation

II. Objective(s):

At the end of the lesson, you should be able to analyze the roles of employers in setting job expectations, promoting productivity, enforcing discipline, and ensuring occupational health and safety, and explain how these contribute to employee performance, professional growth, and long-term career success.

III. Materials Needed:

- Yellow paper
- Pen or pencil
- Internet-enabled device (optional)
- Internet connection (optional)
- Official company websites and online interview sources
- Canva, Google Slides, or PowerPoint (optional)
- Google Classroom or LMS (optional)

IV. Instructions:

Research a company in the Philippines and examine its workplace policies using official company websites, online interviews, or other credible sources. Evaluate how these policies support employee rights, welfare, productivity, and professional growth.

Write your findings on a **single sheet of yellow paper**. If technology is available, you may present your findings using **Canva, Google Slides, or Microsoft PowerPoint**. You may also submit your output through **Google Classroom** or another learning management system used by your school.

In your evaluation, discuss:

1. The company and the policy you researched.
2. The strengths and weaknesses of the policy.
3. Whether the policy is fair and beneficial to employees.
4. Recommendations for improvement, if any.

Be prepared to share your findings with the class.

Criteria	**4 - Excellent**	**3 - Proficient**	**2 - Developing**	**1 - Beginning**
Compliance with the Labor Code of the Philippines	Policy fully reflects employees' rights, responsibilities, and labor standards consistent with the Labor Code.	Policy reflects most labor standards with only minor omissions.	Policy includes some labor standards but contains significant omissions or inaccuracies.	Policy shows little or no understanding of labor laws and standards.
Content and Relevance of Policy	Policy is comprehensive, realistic, and addresses key workplace issues effectively.	Policy is relevant and addresses most workplace issues.	Policy addresses only some workplace issues and lacks detail.	Policy is incomplete or lacks relevance to workplace concerns.

Organization and Clarity	Policy is well-organized, clear, concise, and easy to understand.	Policy is generally organized and understandable.	Policy is somewhat organized but contains unclear sections.	Policy is poorly organized and difficult to understand.
Presentation and Explanation	The group presents confidently, clearly explains all policy provisions, and answers questions effectively.	The group presents clearly and explains most policy provisions.	Presentation lacks clarity or explanation of some policy provisions.	Presentation is unclear, incomplete, or lacks preparation.
Teamwork and Participation	All group members actively contribute to the policy and presentation.	Most members participate actively.	Some members participate while others contribute minimally.	Participation is limited to only one or two members.

I. Activity Title: Employee Rights and Labor Standards Quiz

II. Objective(s):

At the end of the activity, you are expected to identify employee rights, labor standards, and workplace situations by matching each scenario with the appropriate concept or term.

III. Materials Needed:

- Printed quiz questionnaire
- Answer sheet or ¼ sheet of paper
- Pen or pencil
- Whiteboard/blackboard and marker/chalk (for checking answers and discussion)

IV. Instructions:

Read each statement in **Column A** carefully. Determine the **employee's right, labor standard, or workplace situation** being described. Write the **letter of the correct answer from Column B** on the space provided before each number.

Review each statement carefully before selecting your answer. Use what you have learned about employee rights, labor laws, and workplace standards to identify the best response.

COLUMN A • WORKPLACE SITUATIONS OR SCENARIOS	COLUMN B • CONCEPTS OR TERMS
Write the letter of the correct answer before each number.	Write the answer choices below.
_____ 1. A newly hired employee receives a written list of essential duties, expected outcomes, and reporting lines.	A. Ergonomics
_____ 2. During orientation, the manager clearly explains performance targets and regularly reviews them with employees.	B. Setting clear job duties and responsibilities
_____ 3. A graphic designer is given updated software, proper equipment, training, and feedback to complete quality work.	C. Progressive and fair employee discipline
_____ 4. A shop adopts an automated system to track orders, deadlines, and payments, reducing errors and saving time.	D. Using technology to improve productivity
_____ 5. A supervisor checks output, customer satisfaction, employee absences, and turnover to assess workplace results.	E. Occupational health and safety standards
_____ 6. An employee who is often late is first counseled, warned, and given a fair chance to improve.	F. Disaster and emergency preparedness
_____ 7. After repeated serious violations and proper corrective steps, the employer ends the employee's service.	G. Communicating performance expectations
_____ 8. Workers using heavy machines receive protective equipment, safety training, and hazard-reporting procedures.	H. Providing support, resources, and feedback
_____ 9. Office chairs, desks, and computer screens are adjusted to reduce strain and prevent work-related injury.	I. Measuring workplace productivity
_____ 10. The company conducts evacuation drills, marks emergency exits, and maintains first-aid and response plans.	J. Dismissal as a last resort

LEARNING ACTIVITY SHEET (LAS)

Lesson Title/Topic:	Choosing My Future Workplace		
Name		**Grade & Section**	

I. Activity Title: Choosing My Future Workplace

II. Objective(s):

Differentiate various forms of employment and work arrangements (onsite, remote, hybrid), highlighting their implications on career growth and stability.

III. Materials Needed:

Workplace profile cards, ¼ sheets of paper

IV. Instructions:

You will read four workplace profiles (permanent teacher, freelancer, contractual employee, part-time worker). Then, select one preferred workplace and write your reason on a ¼ sheet of paper.

Permanent Teacher

Maria is a permanent public-school teacher who enjoys job security, regular benefits, and opportunities for professional growth.

1. **Freelancer**
   John is a freelance graphic designer who works independently and chooses projects based on his skills and clients' needs.
2. **Contractual Employee**
   Ana works as a contractual office assistant for one year. Her employment depends on the duration and terms of her contract.
3. **Part-Time Worker**
   Mark is a college student who works part-time at a coffee shop. He has flexible working hours while continuing his studies.

Guide Questions:

- What influenced your choice? _____
- Aside from salary, what workplace factors matter? _____
- How can your choice affect career success? _____

I. Activity Title: Would You Accept the Offer?

II. Objective(s):

Differentiate various forms of employment and work arrangements (onsite, remote, hybrid), highlighting their implications on career growth and stability.

III. Materials Needed:

Job offer cards, ¼ sheets of paper

IV. Instructions:

Read the job offers. Carefully examine the details of both job offers. Then, proceed to answer the given questions below:

Job Offer A
Position: Administrative Assistant

- Employment Type: Contractual (1-year contract)
- Work Arrangement: Onsite
- Monthly Salary: ₱32,000
- Benefits:
    - No health insurance
    - No transportation allowance
    - No paid leave
- Work Schedule:
    - Monday to Saturday
    - 8:00 AM–5:00 PM

Job Offer B
Position: Administrative Assistant

- Employment Type: Permanent
- Work Arrangement: Hybrid (3 days onsite, 2 days remote)
- Monthly Salary: ₱27,000
- Benefits:
    - Health insurance
    - Transportation allowance
    - Paid vacation and sick leave
    - Retirement benefits
- Work Schedule:
    - Monday to Friday
    - 8:00 AM–5:00 PM

Questions:

- Which offer did you choose? Why?
- Does a higher salary always mean a better job? Explain.
- Which benefits influenced your decision the most?
- How might the employment type affect career stability?
- How might the work arrangement affect work-life balance?
- Which offer is more likely to support long-term career success? Why?

LEARNING ACTIVITY SHEET (LAS)

Lesson Title/Topic:	Choosing My Future Workplace		
Name		**Grade & Section**	

Learning Objective

Analyze the importance of training, coaching, mentoring, and promotion in career success.

Activity: My Career Ladder

Directions: Think of your future career as climbing a ladder. Draw a ladder with five to six steps in the space below or on a separate sheet of paper. Each step should represent something a person needs to do to advance in his or her career.

Examples:

- Finish school
- Attend training programs
- Learn new skills
- Gain experience
- Find a mentor
- Earn a promotion

(Draw your ladder here.)

Guide Questions:

1. What steps did you include that can help a person advance in his or her career?

_____

_____

2. Which do you think is the most important step? Why?

_____

_____

3. How can these steps help you achieve success in your chosen profession?

_____

_____

Learning Objective

Differentiate the roles of training, mentoring, and promotion in achieving career success.

Activity: Career Path Jumble

Directions: Unscramble the following words. Write your answer and give a short meaning based on your own understanding.

Scrambled Word	Answer	Meaning
T N A I N R I G	_____	_____
C H A C I N O G	_____	_____
N O I T O M O R P	_____	_____
T O M E R N I G N	_____	_____

Processing Questions:

1. Which word is most familiar to you? Explain your answer.

_____

_____

2. How do these terms relate to your future career?

_____

_____

3. Have you observed these opportunities among your parents, relatives, or other working adults? Describe your observations.

_____

_____

Learning Objective

Examine how workplace considerations affect employee growth and professional development.

Activity: My Future Workplace

Directions: Imagine yourself working in your dream profession ten years from now. Write a short reflection describing the type of workplace environment that will help you become successful.

Consider the following:

- Opportunities for training

- Guidance from mentors
- Career advancement and promotion
- Supportive work environment

My Reflection

_____
_____
_____
_____
_____
_____

Guide Questions:

1. What kind of workplace environment do you want to have in the future?

_____
_____
_____
_____
_____

2. Why is it important to continue learning and improving your skills?

_____
_____
_____
_____
_____

3. How can training, mentoring, and promotion opportunities help you achieve career success?

_____
_____
_____
_____
_____

What I Realized

Complete the statement below.

I realized that career success is not achieved overnight. It requires

_____
_____
_____
_____

because_____

_____
_____
_____
_____
_____
_____.

LEARNING ACTIVITY SHEET (LAS)

Lesson Title/Topic:	I. Observing Appropriate Workplace Behavior A. Workplace Etiquette		
Name		**Grade & Section**	

I. Activity Title: "Proper or Not?" – Workplace Behavior Photo Challenge

II. Objective(s):

At the end of this activity, you will be able to:

1. help learners recognize appropriate and inappropriate workplace behaviors by analyzing visual scenarios; and
2. develop critical thinking skills by having participants explain why a behavior is proper or improper.

III. Materials Needed:

1. A slideshow or printed photos showing various workplace behaviors (both proper and improper)
2. A worksheet or answer sheet (optional: with a simple "Proper / Not Proper" checkbox)
3. Projector or printed photo cards (if doing it physically)
4. Whiteboard or flip chart (for group discussion)

IV. Instructions:

Show the Pictures

1. Identify each photo if it shows proper or not proper to do in the workplace. Write the answer in the space provided.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Source: https://freegen.app/

Be ready. Your teacher may call on a few learners to explain why it is proper or not.

Synthesis: Group Discussion
Discuss the correct answer after each photo, then answer these questions:
● Why is this behavior proper or improper?

_____
_____
_____
_____

● How would you handle this concern if you were the team leader?
_____
_____
_____
_____

● What steps will you take to ensure clear and respectful communication with your team?
_____
_____
_____
_____

● What do you think are the best approaches to maintain teamwork and collaboration with your colleagues?
_____
_____
_____
_____

Reflection:
Write a short reflection on the importance of professionalism, behavior, and respect in the workplace.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

I. Activity Title: Spot the Workplace

II. Objective(s):

At the end of this activity, you will be able to assess current understanding of workplace behavior and etiquette by identifying correct and incorrect actions in common workplace scenarios.

III. Materials Needed:

Activity Sheet, Pen

IV. Instructions:

Scenario Presentation:

"Anna comes to work 15 minutes late without informing her supervisor. She walks into the office chewing gum and wearing headphones. When her colleague greets her, she shrugs and keeps scrolling through her phone."

Group Task:

In your groups, actively participate in the Focus Group Discussion. Be guided by the following:

1. Identify behaviors that violate workplace etiquette.
2. Point out any positive actions.
3. Suggest what the person should have done differently.

Synthesis:

Answer the following reflection questions.

1. Why is being on time important in school and the workplace?

_____
_____
_____
_____

2. How does your appearance affect how others perceive you in a professional setting?

_____
_____
_____
_____

3. What are some examples of good and poor communication in a group project?

_____
_____
_____
_____

4. How can you show respect to your classmates, even when you disagree with them?

_____
_____
_____
_____

5. Which of these traits do you think is most important for success in life, and why?

_____
_____
_____
_____

I. Activity Title: "Letter to My Future Self"

II. Objective(s):

At the end of this activity, learners will be able to write a short note to their future working self.

III. Materials Needed:

Activity Sheet, Pen

IV. Instructions:

1. This reinforces personal commitment to workplace etiquette.
2. Think and Reflect: Write as many words as possible to create a letter for your future self.

"When I start working, I will always remember to..."

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Synthesis: Reflection Questions

1. What is your basis in writing a letter to your future self?

_____
_____
_____
_____
_____
_____
_____

2. Do you think this activity will help you become a more responsible and successful worker someday?

_____
_____
_____
_____
_____
_____
_____

I. Activity Title: "The Importance of Proper Grooming"

II. Objective(s):

At the end of this activity, you will discuss the significance of appropriate grooming for adolescents and share personal reflections in a written format.

III. Materials Needed:

Activity Sheet, Pen

IV. Instructions:

1. Read and reflect on the discussion regarding personal grooming and professional presentation.
2. Respond to the guiding questions in your activity sheet with full sentences.
3. Compose a brief reflection comprising 5 to 7 sentences.

Group Task:

In your groups, actively participate in the Focus Group Discussion. Be guided by the following:

1. Identify behaviors that violate workplace etiquette.
2. Point out any positive actions.
3. Suggest what the person should have done differently.

Guide Questions:

a. Why is proper grooming important for teenagers?

_____
_____
_____
_____
_____
_____

b. How does it affect your confidence and social relationships?

_____
_____
_____
_____
_____
_____

Option 2
Rubric for Respect and Professionalism Poster and Slogan Activity

Task: Create a poster or slogan that promotes Good Workplace Etiquette. Your work should encourage professional behavior, respect, teamwork, and positive communication in the workplace.

Goal: Demonstrate understanding of good workplace etiquette and professional conduct and communicate positive workplace values through creative expression.

Name: _____ Gr. and Section: _____ Date: _____

Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Beginning	Score
Content Accuracy and Relevance	Message clearly demonstrates a thorough understanding of workplace etiquette and includes accurate, relevant, and meaningful ideas.	Message demonstrates a good understanding of workplace etiquette with mostly accurate and relevant ideas.	Message shows some understanding but contains limited or partially relevant ideas.	Message shows little understanding of workplace etiquette; ideas are inaccurate or irrelevant.	_____
Clarity of Message	Main message is exceptionally clear, concise, and easy to understand; effectively promotes good workplace etiquette.	Main message is clear and understandable with minor areas for improvement.	Main message is somewhat unclear or lacks focus.	Main message is confusing or difficult to understand.	_____
Creativity and Originality	Design and message are highly creative, unique, and engaging; captures attention effectively.	Design and message show creativity and attract attention.	Design and message show limited creativity.	Design and message lack creativity and originality.	_____
Visual Appeal and Organization	Elements are well-organized, balanced, neat, and visually appealing; enhance the message.	Elements are organized and visually appealing with minor issues.	Organization is somewhat cluttered or inconsistent.	Poster/slogan is poorly organized and lacks visual appeal.	_____
Mechanics and Presentation	No errors in spelling, grammar, or punctuation; work is neat and professionally presented.	Few minor errors that do not affect understanding.	Several errors that somewhat affect readability.	Many errors interfere with understanding and presentation.	_____

Total Score: _____ / 20

Performance Levels:

- 18–20 points – Outstanding
- 14–17 points – Very Satisfactory
- 10–13 points – Satisfactory
- 5–9 points – Needs Improvement

Option 3
Rubric for Drafting and Utilizing Professional Email

Task: Create a professional email using Google Docs or Microsoft Word. The email should follow proper email format, workplace communication standards, and demonstrate effective use of word-processing tools.

Goal: Exhibit the capability to compose a professional email adhering to established workplace communication standards and hone digital communication skills that foster professionalism, courtesy, and efficient information exchange in the workplace.

Name: _____ Gr. and Section: _____ Date: _____

Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Beginning	Score
Email Format and Structure	Complete and accurate email format (subject, greeting, body, closing, signature); well-organized and professional.	Most parts of the email format are present and properly arranged.	Some parts of the email format are missing or incorrectly arranged.	Email format is incomplete or poorly organized.	_____
Content and Purpose	The message is clear, concise, relevant, and fully addresses the purpose of the email.	The message is clear and relevant with minor details missing.	Message partially addresses the purpose and lacks important details.	Message is unclear, irrelevant, or does not address the purpose.	_____
Professional Tone and Etiquette	Consistently uses professional language, courtesy, and proper workplace email etiquette.	Generally, uses professional language with minor lapses.	Professional tone is inconsistent; some inappropriate wording.	Lacks professionalism and proper email etiquette.	_____
Grammar, Spelling, and Mechanics	No errors in grammar, spelling, punctuation, or capitalization.	Few minor errors do not affect readability.	Several errors that somewhat affect readability.	Numerous errors interfere with readability.	_____
Use of Google Docs/Microsoft Word Features	Demonstrates excellent use of formatting tools (font style, size, alignment, spacing, proofreading tools, etc.) to enhance presentation.	Uses formatting tools appropriately with minor inconsistencies.	Limited use of formatting tools; presentation needs improvement.	Little or no use of formatting tools; presentation is poor.	_____

Neatness and Overall Presentation	The document is polished, visually appealing, and ready for professional use.	The documents are neat and generally professional.	The document shows some issues in organization or appearance.	The document is poorly presented and difficult to read.	_____

Total Score: _____ / 24

Performance Levels:

- 22–24 points – Outstanding
- 18–21 points – Very Satisfactory
- 14–17 points – Satisfactory
- 6–13 points – Needs Improvement

Rubric for Additional Activities:

Rubric for Poster Design Activity

Task: Create a digital poster showing appropriate DO's and DON'Ts in the workplace.

Goal: Create a digital poster that accurately illustrates appropriate workplace DO's and DON'Ts, demonstrating proper workplace behavior, professionalism, and ethical conduct through clear visual and textual presentation.

Name: _____ Gr. and Section: _____ Date: _____

Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Beginning	Score
Content Accuracy and Relevance	All Do's and Don'ts are accurate, highly relevant to workplace etiquette, and clearly explained.	Most content is accurate and relevant with minor gaps.	Some content is relevant but includes inaccuracies or unclear points.	Content is mostly inaccurate, irrelevant, or incomplete.	_____
Clarity of Message	The message is very clear, well-focused, and immediately understandable.	The message is clear but may lack strong emphasis in some areas.	The message is somewhat unclear or requires effort to understand.	The message is confusing or lacks clear direction.	_____
Creativity and Visual Design	Exceptional creativity: layout, colors, icons, and visuals are highly engaging and professional.	Good creativity: design is attractive with minor inconsistencies.	Limited creativity: design is basic and not fully engaging.	Poor design with little effort in creativity or visual appeal.	_____

Use of Canva/Microsoft PowerPoint Features	Excellent use of design tools (templates, alignment, fonts, icons, transitions where applicable) to enhance presentation.	Good use of tools with minor errors or underutilization.	Limited use of features; design tools are not fully maximized.	Minimal or no use of available design tools.	_____
Organization and Layout	Information is well-organized, balanced, and visually easy to follow.	Organization is clear with minor layout issues.	Some parts are disorganized or cluttered.	Layout is disorganized and difficult to follow.	_____

Total Score: _____ / 28

Performance Levels:

- 26–28 points – Outstanding
- 21–25 points – Very Satisfactory
- 15–20 points – Satisfactory
- 7–14 points – Needs Improvement

Rubric for Simulation Interview Activity

Task: Evaluate applicants through a simulated job interview focusing on workplace etiquette and professional communication.

Goal: Demonstrate appropriate workplace etiquette during a simulated job interview and apply effective verbal and non-verbal communication skills in a professional interview situation.

Name: _____ Gr. and Section: _____ Date: _____

Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Beginning	Score
Professional Communication (Clarity and Fluency)	Speaks clearly, confidently, and fluently with well-structured responses; ideas are easy to understand.	Speaks clearly with minor hesitations; ideas are generally understandable.	Speech is somewhat unclear with frequent hesitations; ideas are not fully organized.	Speech is unclear, disorganized, and difficult to understand.	_____
Workplace Etiquette and Professionalism	Demonstrates excellent workplace etiquette (politeness, respect, proper greetings, and	Demonstrates good etiquette with minor lapses in professionalism.	Shows inconsistent etiquette; some informal or inappropriate responses.	Lacks workplace etiquette; responses are inappropriate or unprofessional.	_____

	formal tone) consistently.				
Content of Responses (Relevance and Accuracy)	Responses are highly relevant, thoughtful, and clearly address interview questions with strong insight.	Responses are relevant and mostly appropriate with minor gaps in detail.	Responses are somewhat relevant but lack depth or clarity.	Responses are irrelevant, unclear, or do not address questions.	_____
Confidence and Non-Verbal Behavior	Displays strong confidence, maintains eye contact, positive posture, and appropriate facial expressions.	Shows confidence with minor signs of nervousness; generally good body language.	Displays noticeable nervousness; limited eye contact or weak posture.	Shows lack of confidence; poor or inappropriate body language.	_____
Problem-Solving and Critical Thinking	Provides clear, logical, and well-reasoned answers to situational interview questions.	Provides reasonable answers with minor inconsistencies in reasoning.	Provides basic answers with limited explanation or logic.	Unable to provide appropriate or logical responses.	_____
Professional Vocabulary and Tone	Uses highly appropriate professional vocabulary and formal tone throughout the interview.	Uses mostly appropriate vocabulary with occasional informal language.	Uses limited professional vocabulary; tone is sometimes informal.	Uses inappropriate or overly casual language throughout.	_____

Total Score: _____ / 24

Performance Levels:

- 22–24 points – Outstanding (Highly Employable Candidate)
- 18–21 points – Very Satisfactory (Strong Candidate)
- 14–17 points – Satisfactory (Developing Candidate)
- 6–13 points – Needs Improvement (Unprepared Candidate)

Rubric for Computation Activity

Task: Compute salary deductions based on given data on employee tardiness and absenteeism using the company's deduction policy.

Goal: Reflect on the impact of punctuality and accountability in the workplace.

Name: _____ **Gr. and Section:** _____ **Date:** _____

Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Beginning	Score
Accuracy of Computation	All computations are correct, complete, and follow the salary deduction policy precisely.	Most computations are correct with minor errors that do not affect overall results.	Several computation errors are present; partial understanding of the process.	Computations are incorrect or incomplete; shows little understanding of the process.	_____
Application of Deduction Policy	Correctly and consistently applies all rules of the salary deduction policy.	Applies most rules correctly with minor inconsistencies.	Applies some rules but misses key components of the policy.	Does not apply the deduction policy correctly or ignores it.	_____
Problem-Solving Process	Demonstrates clear, logical, and step-by-step solution process.	Shows a generally clear process with minor lapses in sequencing.	Process is somewhat unclear or incomplete.	No clear process is shown; solutions are disorganized or missing steps.	_____
Data Interpretation (Tardiness & Absenteeism)	Accurately interprets all data and correctly identifies its impact on salary deductions.	Interprets most data correctly with minor misunderstandings.	Limited interpretation of data; some inaccuracies present.	Misinterprets or fails to use the given data correctly.	_____
Reflection on Punctuality and Accountability	Provides a deep and meaningful reflection on the importance of punctuality and accountability in the workplace.	Provides a clear reflection with some supporting ideas.	Reflection is basic and lacks depth or clarity.	No reflection or irrelevant ideas are provided.	_____

Total Score: _____ / 24

Performance Levels:

- 22–24 points – Outstanding (Highly Competent in Workplace Math Skills)
- 18–21 points – Very Satisfactory (Competent)
- 14–17 points – Satisfactory (Developing Competence)
- 6–13 points – Needs Improvement (Limited Understanding)

QUIZ

Directions: Read each question carefully. Choose the letter of the best answer.

1. Why is punctuality important in the workplace?
   A. It helps avoid wearing proper clothes
   B. It prevents you from talking to co-workers
   C. It proves you are the smartest in the team
   D. It shows respect for other people's time

2. You have a scheduled job interview at 9:00 AM. What is the best action to take?
   A. Arrive exactly at 9:00 AM
   B. Arrive 10–15 minutes earlier
   C. Skip breakfast and rush in unprepared
   D. Arrive at 9:30 because interviews always start late

3. Proper grooming in the workplace is important because:
   A. It replaces the need for punctuality
   B. It prevents you from making mistakes
   C. It ensures you will always get promoted
   D. It shows professionalism and self-respect

4. A colleague submits excellent work but always submits it late. What is the most professional way to respond?
   A. Refuse to work with them in the future
   B. Overlook the lateness since the work is good
   B. Complain directly to the boss and ignore your teammate
   D. Recognize the quality of their work but encourage punctuality

5. An employee always arrives on time but interrupts others during meetings. What does this behavior show about workplace etiquette?
   A. The employee fully respects workplace rules
   B. Punctuality alone is enough to show professionalism
   C. The employee shows punctuality but lacks respect
   D. Grooming and appearance are more important than behavior

6. If you were to design a rule to promote workplace etiquette practice, which of the following rule is best?
   A. "Respect is optional if the work is done."
   B. "Focus only on personal success, not on others.
   C. "Time, dress, and behavior don't matter in teamwork."
   D. "Everyone must follow deadlines, dress neatly, and show respect to all."

7. Which of the following shows a conflict between good grooming and punctuality?
   A. An employee arrives early and greets everyone
   B. A worker dresses neatly and listens respectfully
   C. A worker arrives on time and is properly groomed
   D. An employee comes neatly dressed but always arrives late

8. A manager gives instructions, but employees interpret them differently, causing misunderstanding and work mistakes. What communication problems occurred?

A. Lack of feedback
C. Over-communication
B. Too much clarity
D. Use of proper language

9. An employee uses technical terms that others don't understand. How should the team respond?

A. Leave the meeting early
B. Ask clarifying questions respectfully
C. Ignore the speaker and continue the meeting
D. Assume the meaning from context without asking

10. If a co-worker wears casual clothes to a formal client meeting, what should be your reaction as a professional?

A. Ignore it because attire does not matter
B. Publicly point out their mistake in front of others
C. Privately advise them about the proper dress code
D. Report them immediately to HR without talking to them

LEARNING ACTIVITY SHEET (LAS)

Lesson Title/Topic:	I. Observing Appropriate Workplace Behavior B. Management of Workplace Resources		
Name		**Grade & Section**	

I. Activity Title: "Situational Analysis"

II. Objective(s):

At the end of the activity, learners will be able to analyze workplace scenarios and propose practical strategies to improve work efficiency by identifying specific steps to complete tasks faster and more effectively.

III. Materials Needed:

Pen, Paper

IV. Instructions:

You will be presented with three workplace scenarios. Choose one scenario that interests you the most, then suggest practical ways to make the work faster and more efficient. List actions you would take to achieve this improvement.

a. Hospital Pharmacy (Healthcare)

Scenario: Patients line up to claim their prescriptions. The pharmacist must verify, prepare, and explain the correct medicine quickly.

Possible answers for Efficiency: Prevents long queues, ensures patient safety, and maintains smooth hospital flow.

b. Classroom Preparation (Education)

Scenario: A teacher has only a short break to set up materials and technology before the next class.

Possible answers for Efficiency: Saves time, keeps lessons on schedule, and maximizes learning time.

c. Restaurant Kitchen (Food Industry)

Scenario: During peak hours, the kitchen staff must prepare multiple orders simultaneously while maintaining food quality.

Possible answers for Efficiency: Ensures timely service, reduces errors, and keeps customers satisfied

I. Activity Title: "Comparative Activity" (Individual Activity)

II. Objective(s):

At the end of the activity, learners will be able to:

• Define the terms prioritization, allocation, and optimization.

• Differentiate the objectives of each concept in the management of workplace resources.

• Identify real-world examples in the workplace that illustrate prioritization, allocation, and optimization.

III. Materials Needed:

Activity Sheet, Pen

IV. Instructions:

• Please review the discussion regarding the stewardship of workplace resources, with a specific focus on the principles of prioritization, allocation, and optimization.

• Fill in the table by providing: The definition of each principle. Its significance in the management of workplace resources. An example from the workplace that illustrates the principle.

• Once you have completed the table, be ready to present and clarify your responses during the class discussion.

CONCEPT	**MEANING**	**PURPOSE**	**WORKPLACE**	**EXAMPLE**
Prioritization				
Allocation				
Optimization				

I. Activity Title: "Reflection and Discussion (Individual Activity)"

II. Objective(s):

At the end of the activity, learners will be able to demonstrate understanding of stewardship values by analyzing scenarios and explaining how ethics, accountability, and teamwork are applied through prioritization, allocation, and optimization of resources.

III. Materials Needed:

Pen, Paper

IV. Instructions:

Read and understand each scenario and examine how ethics, accountability, and teamwork are applied in prioritization, allocation, and optimization. After the presentation, make a reflection journal about your experience, the process of implementing your presentation, and your realization.

Scenarios:

1. Limited Equipment

Goal: Ensure tasks are completed efficiently despite the lack of tools or machines.
Role: You are part of a work team in a production or service area.
Audience: Your supervisor and co-workers.
Situation: The workplace is experiencing a shortage of working equipment — only a few machines or tools are functional. Productivity is slowing down, and customers are waiting longer. Product: A short plan or a role-play showing how your team can share equipment, schedule usage, or find alternatives to complete tasks efficiently.
Standards: The plan should demonstrate teamwork, resourcefulness, and fair use of limited resources.

2. Staff Shortage

Goal: Maintain quality service and efficiency despite having fewer workers.
Role: You are an employee assigned to help manage the workload while covering for absent team members.
Audience: Customers and co-workers.
Situation: Several staff are absent, leaving others to handle extra tasks. Some areas are getting behind schedule, and stress levels are rising.
Product: A proposed work strategy or skit that shows how the team divides responsibilities, supports each other, and communicates effectively.
Standards: The output must show teamwork, adaptability, and initiative in handling workload pressure.

3. Budget Cutting

Goal: Continue operations and maintain quality while reducing costs.
Role: You are a member of a planning committee tasked to propose cost-saving measure
Audience: The company's management and staff.
Situation: Due to financial constraints, management has announced budget cuts affecting supplies, events, and allowances. Some employees are worried about how this will impact their work.
Product: A written proposal or short presentation on realistic ways to save costs without compromising service quality.

Standards: The proposal must be practical, creative, and consider both financial limits and employee morale.

4. Disagreement Among Workers

Goal: Restore teamwork and harmony in the workplace.
Role: You are a mediator or team leader observing a conflict between two co-workers who disagree on work methods.
Audience: The team and supervisor.
Situation: Miscommunication and differing opinions have caused tension in the team. Productivity and cooperation are affected.
Product: A role-play or dialogue showing how the issue can be resolved through respectful communication and compromise.
Standards: The solution should highlight empathy, active listening, and conflict-resolution skills.

5. Conflict Between the Manager and the Staff

Goal: Improve understanding and rebuild trust between management and employees.
Role: You are part of a committee or HR staff assigned to help both sides express their concerns and find a solution.
Audience: The manager and the staff.
Situation: Employees feel unheard about workplace issues, while the manager believes they are being disrespected. Tension is rising, and communication has broken down.
Product: A mediation plan, letter, or role-play showing how to open communication channels and propose fair compromises.
Standards: The response should demonstrate professionalism, respect for authority, and a balanced approach to problem-solving.

I. Activity Title: Daily Planner or Calendar Scheduling

II. Objective(s):

At the end of the activity, learners will be able to organize their tasks and manage their time effectively by creating a daily planner or calendar schedule that balances academic, personal, and self-care activities.

III. Materials Needed:

Pen, Paper

IV. Instructions:

Create your own daily planner or calendar schedule for one full day. Include your tasks, class hours, breaks, and personal activities. Make sure your schedule shows how you prioritize tasks and manage your time efficiently.

Priority	Task / Activity	Time / Duration	Status (✗/✓)	Notes / Remarks
High				
Medium				
Low				

Rubric for Reflection Journal Activity
Name: _____ **Gr. and Section:** _____ **Date:** _____

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)	Score
Understanding of the Topic	Exhibits a comprehensive grasp of the subject matter and articulates essential concepts with clarity.	Exhibits a sufficient comprehension of the subject with slight omissions.	Displays a restricted understanding of the subject; certain ideas lack clarity.	Displays minimal to no comprehension of the subject.	____
Depth of Reflection	Offers significant personal insights and a comprehensive analysis of experiences or learning.	Presents pertinent reflections along with some personal insights.	The reflection is somewhat shallow and does not provide in-depth insights.	The reflection is limited and lacks personal thought or thorough analysis.	____
Connection to Real-Life Situations	Effectively links learning to individual experiences or prospective professional scenarios.	Establishes a logical connection to personal experiences or workplace contexts.	Forms minimal or ambiguous links to real-world situations.	Does not connect learning to real-life situations.	____
Organization and Clarity	Ideas are well-organized, logical, and easy to understand.	Ideas are generally organized and understandable.	Organization is inconsistent; some ideas are difficult to follow.	Fails to relate learning to real-life circumstances.	____
Grammar and Mechanics	Uses correct grammar, spelling, punctuation, and sentence structure throughout.	Contains a few minor errors that do not affect understanding.	Contains several errors that somewhat affect understanding.	Contains many errors that significantly affect understanding.	____

Total Score: _____ / 20

Performance Levels:

18–20	Excellent	10–13	Developing
14–17	Proficient	5–9	Beginning

Rubric for Think and Write Activity (Interview)
Name: _____ **Gr. and Section:** _____ **Date:** _____

Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Beginning	Score
Understanding of Concepts	Demonstrates a thorough understanding of workplace behaviors, stewardship, values, and career competence. All ideas are accurate and insightful.	Demonstrates a good understanding of concepts with minor inaccuracies or omissions.	Demonstrates partial understanding; some concepts are unclear or inaccurate.	Demonstrates little understanding of the concepts.	____
Critical Thinking and Analysis	Provides in-depth analysis, examines causes and effects, and presents well-reasoned conclusions.	Provides adequate analysis with logical explanations.	Provides limited analysis; explanations are superficial.	Provides little or no analysis; responses are mostly descriptive or irrelevant.	____
Use of Examples and Evidence	Uses relevant, specific, and realistic examples to support all responses effectively.	Uses appropriate examples that support most responses.	Uses limited or general examples with weak connections to the topic.	Provides no examples or examples that are unrelated.	____
Organization and Clarity of Ideas	Ideas are well-organized, coherent, and easy to follow; transitions between ideas are smooth.	Ideas are generally organized and understandable.	Organization is inconsistent; some ideas are unclear.	Responses are disorganized and difficult to understand.	____
Reflection and Application	Clearly connects concepts to workplace situations and demonstrates meaningful reflection on personal or professional practice.	Makes appropriate connections to workplace situations with some reflection.	Makes limited connections or reflection.	Shows little or no connection to workplace situations.	____
Grammar, Spelling, and Mechanics	No errors in grammar, spelling, punctuation, or sentence structure.	Few minor errors that do not affect meaning.	Several errors that somewhat affect readability.	Frequent errors that interfere with understanding.	____

Total Score: _____ / 24

Performance Levels:

- 22–24 points – Outstanding
- 18–21 points – Very Satisfactory
- 14–17 points – Satisfactory
- 6–13 points – Needs Improvement

Rubric for Option 1 and Option 2 Activities
Name: _____ Gr. and Section: _____ Date: _____

Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Beginning	Score
Completion of Interview Task	Thoroughly completes the interview by providing detailed answers to all questions and collecting accurate information.	Successfully completes the interview with most questions answered satisfactorily.	The interview is partially completed; several questions are either missing or lack clarity.	The interview is either incomplete or not conducted appropriately.	_____
Understanding of Workplace Efficiency Concepts	Exhibits a profound comprehension of efficiency strategies, prioritization, and productivity as reflected in the responses.	Exhibits a solid understanding with slight gaps in interpretation.	Displays a fundamental understanding but lacks depth or clarity.	Demonstrates minimal or no understanding of workplace efficiency concepts.	_____
Quality of Notes and Documentation	The notes are clear, comprehensive, well-structured, and effectively encapsulate the essential concepts from the interview.	The notes are mostly clear, though they contain some minor omissions.	The notes are lacking in completeness or are somewhat disorganized.	The notes are unclear, significantly limited, or entirely absent.	_____
Analysis and Interpretation of Responses	Delivers a thoughtful analysis and effectively links responses to actual workplace practices.	Delivers a lucid interpretation with several significant connections.	Minimal analysis; primarily reiterates responses without offering deeper insight.	No substantial analysis or interpretation is presented.	_____
Sharing and Communication Skills	Shares ideas confidently, clearly, and logically during class discussion; highly engaging presentation.	Shares ideas clearly with minor hesitation.	Presentation is somewhat unclear or lacks confidence.	Unable to clearly communicate ideas during sharing.	_____

Total Score: _____ / 24

Performance Levels:

22–24 Outstanding (Highly Insightful and Well-Performed)
18–21 Very Satisfactory (Good Understanding and Execution)
14–17 Satisfactory (Basic Competence)
6–13 Needs Improvement (Limited Understanding and Performance)

Rubric for Option 1 Activity (Research)
Name: _____ Gr. and Section: _____ Date: _____

Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Beginning	Score
Data Collection (Observation and Interview)	Gathers extensive, precise, and pertinent information through effective observation and interviews.	Gathers adequate and pertinent data with slight deficiencies.	Gathers restricted data; either the observation or the interview is lacking.	Data collection is minimal, ambiguous, or inadequatel y executed.	_____
Understanding of Workplace Efficiency	Exhibits a profound comprehension of the effective management of time and resources within the workplace.	Demonstrates a solid understanding, albeit with minor deficiencies in explanation.	Displays a fundamental understandin g yet lacks depth or clarity.	Exhibits minimal or no comprehens ion of workplace efficiency	_____
Identification of Stewardship Practices	Clearly delineates various pertinent stewardship practices, including teamwork, resource sharing, and waste reduction, supported by robust examples.	Identifies pertinent stewardship practices, albeit with fewer examples.	Recognizes a limited number of practices, accompanied by minimal explanation or insufficient examples.	Does not successfully identify suitable stewardship practices.	_____
Analysis and Interpretation of Findings	Offers a comprehensive analysis that elucidates how practices enhance efficiency and resource utilization.	Presents a straightforward analysis with slight deficiencies in explanation.	Delivers a restricted analysis that is predominantl y descriptive.	Lacks significant analysis or interpretatio n.	_____
Research Report Quality (Organization and Clarity)	The report is structured effectively, presenting information in a clear, coherent, and professional manner.	The report is arranged logically and is comprehensibl e, though it contains some minor issues.	The report exhibits some disorganizatio n or lacks clarity in certain sections.	The report is inadequatel y organized and challenging to comprehend .	_____
Presentation of Findings	Delivers findings with confidence, clarity, and engagement, demonstrating a robust understanding of the subject matter.	Presents findings with clarity, albeit with slight hesitation.	The presentation is somewhat ambiguous or lacks assurance.	The presentation is unclear or not fully developed.	_____

Recommendations for Improvement	Provides realistic, insightful, and well-supported suggestions to improve efficiency and resource use.	Provides appropriate recommendations with some explanation.	Provides basic or general recommendations with limited support.	No clear or relevant recommendations provided.	_____

Total Score: _____ / 28

Performance Levels:

26–28	Outstanding (Highly Analytical and Insightful Research Work)
21–25	Very Satisfactory (Strong Understanding and Output)
15–20	Satisfactory (Basic Research Competence)
7–14	Needs Improvement (Limited Understanding and Output)

Rubric for Option 2 Activity (ICT)
Name: _____ Gr. and Section: _____ Date: _____

Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Beginning	Score
Content Accuracy and Relevance	The information provided is precise, thoroughly researched, and significantly pertinent to efficiency and stewardship within various industries.	The information is generally accurate and relevant, though it contains minor deficiencies.	The information is partially relevant but lacks comprehensive detail or contains certain inaccuracies.	The information is incorrect, ambiguous, or not related to the subject matter.	_____
Collaboration and ICT Use	The group effectively utilizes Google Docs and Slides, demonstrating excellent collaboration and equal participation.	There is a good application of ICT tools, although there are minor issues in collaboration.	Collaboration is limited or participation is uneven, with basic use of ICT.	Collaboration is poor, with little to no effective utilization of ICT tools.	_____
Organization and Presentation Quality	The presentation is structured effectively, is easy to understand, and is visually appealing.	The presentation is organized but has slight issues with clarity or design.	The presentation exhibits some disorganization or lacks visual attractiveness.	The presentation is vague, disorganized, or not fully developed.	_____
Communication and Discussion	Ideas are articulated clearly and with confidence,	Ideas are presented clearly, albeit with some	Ideas are somewhat ambiguous or lack confidence	There is an inability to articulate or discuss ideas clearly.	_____

	demonstrating a strong grasp of the subject during the discussion.	minor hesitation.	during the discussion.		

Total Score: _____ / 28

Performance Levels:

26–28	Outstanding (Highly Analytical and Insightful Research Work)
21–25	Very Satisfactory (Strong Understanding and Output)
15–20	Satisfactory (Basic Research Competence)
7–14	Needs Improvement (Limited Understanding and Output)

Scoring Rubric for the Activities

Name: _____ Gr. and Section: _____ Date: _____

Criteria	Score 1 (Poor/Confusing)	Score 3 (Developing/ Adequate)	Score 5 (Excellent/ Outstanding)
Planning and Organization Clear plan for using resources and managing tasks; structured approach to the project.	**Plan is missing or illogical;** tasks and resources are not clearly defined or allocated; work appears disorganized.	**Plan is present and manageable,** but may lack detail or fail to anticipate minor obstacles; tasks are generally understood and followed.	**Plan is clear, detailed, and strategic;** tasks are logically sequenced, resources are proactively assigned, and the team manages time efficiently.
Resource Use Efficient and appropriate allocation of limited resources (time, materials, budget).	**Resources are wasted** or disproportionately allocated; the team consistently runs out of time or materials due to poor management.	**Resources are used adequately,** but not always efficiently; minor wastage of time or materials occurs, but doesn't halt progress.	**Resources are maximized** and allocated fairly; the team demonstrates exceptional control over time, materials, and budget.
Prioritization Ability to identify important tasks and focus effort effectively; minimal distraction.	The team **fails to distinguish urgent tasks** from non-urgent ones; effort is spent on minor details, delaying critical milestones.	The team generally prioritizes major tasks correctly, but **focus is inconsistent**; some time is lost to secondary or non-essential activities.	The team consistently and accurately **identifies and focuses** on high-priority, critical tasks; distractions are effectively minimized.
Teamwork and Collaboration Level of cooperation, communication , and shared responsibility among team members.	**Communication is poor or hostile;** tasks are not shared, leading to conflict, resentment, or a single person doing most of the work.	**Team members cooperate adequately** and complete assigned duties; communication is functional but lacks initiative or depth.	**Teamwork is seamless and proactive;** communication is open and constructive; responsibility is genuinely shared, and members support each other's roles.
Presentation and Reporting Clear, organized, insightful, and engaging delivery of the final presentation/report .	The presentation/report is **confusing, unorganized,** or contains significant errors; key findings are difficult or impossible to identify.	The presentation/report is generally clear and accurate, but **lacks deep insight** or is delivered in a monotone or unengaging manner.	The presentation/report is **crystal clear, logically organized, highly engaging,** and provides insightful analysis beyond the expected requirements.

Option 1: Summative Written Quiz

Multiple Choice: Read the statement carefully and encircle the best answer from the options given.

1. Define stewardship in the workplace.
   A. Ignoring resources
   B. Wasting supplies
   C. Managing resources responsibly
   D. Spending without limits

2. Which example shows good prioritization?
   A. Preparing urgent lesson materials first
   B. Cleaning the classroom windows
   C. Decorating bulletin boards
   D. Greeting visitors

3. A hospital has limited staff. Which action applies ethical allocation?
   A. Assigning shifts fairly with safety in mind
   B. Always giving shifts to seniors
   C. Assigning randomly
   D. Letting staff overwork

4. Which scenario reflects poor prioritization?
   A. Nurse completes paperwork before helping critical patient
   B. Teacher reviews lessons before exam
   C. Manager answers urgent emails first
   D. Learner studies for tomorrow's test

5. Identify the option that shows optimization.
   A. Specializing cooks on certain dishes
   B. Reducing kitchen staff
   C. Adding more complex menu items
   D. Ignoring long queues

6. A company must choose where to invest. Which option is best stewardship?
   A. Renovating lobby
   B. Upgrading computers for staff productivity
   C. Overspending on both
   D. Delaying decisions

7. Which school budget plan reflects both stewardship and prioritization?
   A. All funds to sports
   B. Equal share for all
   C. Focus on teacher training and materials
   D. Save without spending

8. Which action optimizes office work?
   A. Using automation for reports
   B. Multitasking without finishing
   C. Working overtime daily
   D. Ignoring errors to save time

9. Which action shows unethical stewardship?
   A. Investing in employee training
   B. Cutting safety checks to save money
   C. Recycling old materials
   D. Buying eco-friendly supplies

10. If you were assigning tasks, which plan best uses resources?
   A. Random distribution
   B. Based on skills and availability
   C. Only fast workers get tasks
   D. Members choose freely

11. Maria has been working nonstop on her report for 3 hours. She feels tired and her work quality is declining. What should she do to regain focus and efficiency?

A. Push through until the report is done
B. Take a short break to rest and reset
C. Start multitasking on another project
D. Check her phone for updates

12. Jose feels overwhelmed by a big project and doesn't know where to start. Which step shows good prioritization?

A. Work randomly on different parts
B. Wait until he feels motivated
C. Break the project into smaller, realistic goals
D. Ask a coworker to finish it

13. Juan spends hours answering emails, leaving little time for client work. What should he do to improve efficiency?

A. Measure how much time he spends on tasks
B. Ignore emails completely
C. Work late every day to catch up
D. Ask someone else to do his job

14. Pedro is preparing for a meeting but keeps getting distracted by phone calls and chat notifications. What is the BEST decision?

A. Answer every message immediately
B. Ignore the meeting and focus on chats
C. Create a distraction-free space and schedule focused work time
D. Multitask by doing both at once

15. Ana finishes her report but isn't sure if it meets expectations. What is the BEST step she can take?

A. Submit without checking
B. Seek feedback from her manager or peers
C. Start over from scratch
D. Copy past reports exactly

Option 2: Summative Online Quiz
Note: Choose 1 app and transfer the option content to integrate ICT.
Online app suggestions: Kahoot, Wordwall, and Google form

LEARNING ACTIVITY SHEET (LAS)

Lesson Title/Topic:	Option 1: Fit for Life: Integrating Physical Activities for Work-Life Balance and Career Success Option 2: Active Living, Productive Working: A Life Skills Approach to Career Competence Option 3: Wellness at Work and Beyond: Life Skills Through Physical		
Name		**Grade & Section**	

I. Activity Title: Fitness Memory Map on Padlet

II. Objective(s):

To help you remember and reflect on physical activities you've done before and connect them to how they help you balance your life and prepare for your future career.

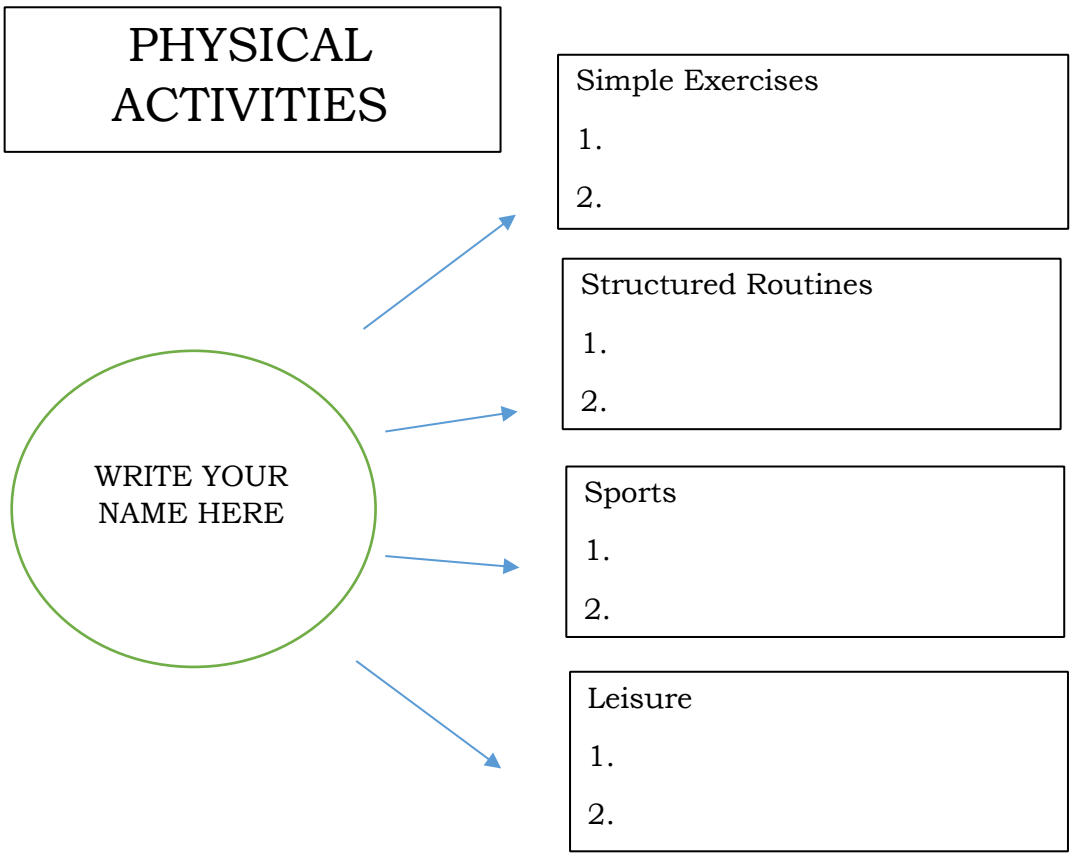
III. Materials Needed:

Gadget like smartphone or tablet, internet connection

Note: Remind students to bring their smartphones for this activity. The teacher may group the students if there are limited smartphones at hand.

IV. Instructions:

Use this worksheet when the internet connection is down and using the Padlet app is not feasible.





Instructions:
● Create a Padlet board → Choose “Canvas” or “Map” layout. Canvas works best for mind maps.
● Title: “Our Class Fitness Memory Map: Physical Activities”
● Add the central post: Write “Physical Activities” and use a bold icon/image.
● Turn on “Comment” and “Reactions” so students can reply and react to classmates.
Step 1. Student Instructions

Step 1: Create Your Branch
● Click “+” to add a post.
● Title your post with your name: “Maria’s Map”.
● Draw 4 branches in your post using text boxes, lines, or just list them:
- Simple Exercises
- Structured Routines
- Sports
- Leisure

Step 2: Populate & Rate
● Under each branch, list 2-3 activities you’ve done or seen.
● Add 2 numbers after each activity:
● Activity: Walking → Freq: 4x/week | Energy: 4/5
● Upload a photo, GIF, or emoji to represent your favorite activity.

Step 3: Share & Reflect
● Post a comment on your own box: 4-sentence reflection

Synthesis:
1. What physical activity did you choose from your mind map? Why?

2. How did you feel while doing this activity?

3. What benefits did you notice—physically, mentally, or emotionally?

4. Did this activity help you feel more balanced, focused, or energized? How?

_____
_____
_____
_____

5. Would you recommend this activity to others? Why or why not?

_____
_____
_____
_____

6. How does this activity contribute to your overall well-being or lifestyle?

_____
_____
_____
_____

7. What did you learn about yourself through this activity?

_____
_____
_____
_____

I. Activity Title: Short Story

II. Objective(s):

Learners will understand the importance of integrating physical activity into daily routines, explore simple wellness strategies that promote balance, focus, and overall well-being, and relate real-life scenarios to the concept of holistic health and self-care.

III. Materials Needed:

Pen, Paper

IV. Instructions:

Read the short story *"The Week That Wore Me Out"* carefully. Reflect on the experiences of Jessa, Mark, and Ana, and consider how neglecting physical wellness affected their daily lives. After reading, answer the processing questions thoughtfully, drawing connections to your own experiences and understanding of wellness.

Short Story: *"The Week That Wore Me Out"*

Jessa, a college Learner, is preparing for her final exams while working part-time at a local café. One week, she had three major deadlines, two group projects, and a weekend shift. She skipped her usual morning walks, stayed up late every night, and relied on fast food and energy drinks to keep going.

By Thursday, Jessa felt exhausted. Her head hurt, she couldn't concentrate in class, and she snapped at her groupmates during a meeting. At work, she made mistakes on orders and forgot to clock in. Her manager noticed and asked if she was okay.

Meanwhile, Mark, a young professional working in an office, had been skipping lunch breaks and sitting at his desk for hours without moving. He started feeling back pain and noticed he was becoming irritable and forgetful. One day, he missed an important email and his team had to redo a report.

Ana, a teacher, used to enjoy jogging after school, but lately she's been too tired. She spends her evenings grading papers and preparing lessons. Without her usual physical activity, she started feeling overwhelmed and emotionally drained. Her Learners noticed she wasn't as cheerful or patient as before.

That weekend, Jessa finally took a break. She went for a short walk, stretched, and spent time journaling. Mark joined a weekend basketball game with friends, and Ana did yoga and took a long nap. By Sunday, all three felt calmer, more focused, and ready to start fresh.

Synthesis:

1. What happened to Jessa, Mark, and Ana when they ignored their physical health?

_____
_____
_____
_____

2. How did lack of wellness affect their performance at school or work?

_____
_____
_____
_____

3. What small changes helped them feel better by the end of the week?

_____
_____
_____
_____

4. Can you relate to any of their experiences? What signs of imbalance have you noticed in yourself or others?

_____
_____
_____
_____

5. What physical activities help you recharge and stay balanced?

_____
_____
_____
_____

6. Why do you think wellness is important for success in school, work, and life?

_____
_____
_____
_____

I. Activity Title: Jumbled Wellness Words Challenge!

II. Objective(s):

This activity tests your knowledge of the key vocabulary from the "Work-Life Balance and Workplace Wellness" guide. Unscramble the letters to reveal the correct term, using the definition as your clue!

III. Instructions:

1. Unscramble the jumbled letters in the first column.
2. Write the correct term in the "Unscrambled Word" column.

Jumbled Word	Clue (Definition/Concept)	Unscrambled Word
1. **ECNALAB-LIEF-KROW**	*The state of equilibrium where professional and personal lives are equally prioritized.*	
2. **SLLENLEW-ECALP-KROW**	*A company's holistic strategy to address employee physical and mental health.*	
3. **TUNRUOB**	*Exhaustion—emotional, physical, and mental—caused by prolonged work stress.*	
4. **BLIXEELF SMTEGNENARRA**	*Policies like remote work or job-sharing options to accommodate personal needs.*	
5. **PHORNSDINE**	*Natural mood elevators released during physical activity.*	
6. **CITSILOH**	*An approach that considers the whole person or situation, not just isolated parts.*	
7. **TISMCESNBEA**	*The practice of regularly staying away from work; reduced by exercise and wellness.*	
8. **DASNIRBUOE RLEAC TES**	*Defining explicit limits between work and personal time to allow true disconnection.*	
9. **VITEGICNO NOITUCNF**	*Mental processes like concentration, memory, and problem-solving, boosted by fitness.*	
10. **TASSENACSI MORGARPS**	*Confidential employer-provided support systems for personal, financial, or family issues (EAPs).*	

Reflection (Optional Extension)

Choose one of the unscrambled words and explain, in your own words, why it is the most crucial terminology for a manager to understand when trying to prevent employee burnout.

I. Activity Title: Formative Test

II. Objective(s):

Learners will recognize practical strategies for integrating physical activity into daily routines, evaluate the impact of physical wellness on productivity, mood, and overall health, apply inclusive and cost-effective wellness practices in various settings, and reflect on personal habits to identify ways to improve work-life balance through movement.

III. Materials Needed:

Pen, Paper

IV. Instructions:

Read each scenario carefully and choose the most appropriate answer that promotes physical wellness, work-life balance, and healthy habits. Select the best solution based on practicality, inclusivity, and effectiveness in real-life situations.

Formative Test

1. Maria works from home and often feels stiff and tired by mid-afternoon. She wants to stay active without leaving her desk. What is the most practical solution?

a) Skip breaks to finish work early
b) Do simple desk stretches every few hours
c) Take a nap during work hours
d) Avoid movement to stay focused

2. A company wants to encourage physical activity among employees but has limited space and budget. What is the most inclusive and cost-effective strategy?

a) Build a gym in the office
b) Require employees to join a sports team
c) Organize walking groups during breaks
d) Offer paid memberships to private fitness clubs

3. John feels mentally drained after long meetings. He wants to recharge before starting his next task. What activity would best support his work-life balance?

a) Scroll through social media
b) Do a short breathing exercise or light stretching
c) Skip the next task
d) Drink more coffee

4. A teacher wants to model healthy habits for Learners. What is the best way to incorporate physical activity into her routine?

a) Stay seated during breaks to grade papers
b) Lead a short movement activity between lessons
c) Avoid physical activity to save time
d) Only exercise after school hours

5. An employee feels isolated and stressed. The company wants to promote social wellness through physical activity. What should they organize?

a) Solo fitness challenges
b) Competitive sports tournaments only
c) Group activities like Zumba or team sports
d) Mandatory gym sessions

6. A manager wants to support work-life balance during a busy season. What physical activity can be encouraged without disrupting productivity?

a) Long workout sessions during work hours

b) Walking meetings or stretch breaks
c) Cancel all physical activities until deadlines are met
d) Require employees to stay seated all day

7. Liza enjoys dancing but struggles to find time for it during the week. What is the best way to include this leisure activity in her routine?
a) Dance during short breaks or after work
b) Replace meals with dance sessions
c) Only dance on weekends
d) Stop dancing to focus on work

8. A company wants to reduce employee burnout. Which physical activity strategy would be most effective?
a) Encourage employees to work overtime
b) Provide access to structured wellness programs like yoga
c) Limit physical activity to weekends
d) Promote competition among employees

9. An employee has trouble focusing in the afternoon. What quick physical activity could help restore energy and concentration?
a) Eat a sugary snack
b) Do light stretching or take a short walk
c) Skip the next task
d) Push through without a break

10. A company wants to support employees with different fitness levels and interests. What is the best approach?
a) Offer only high-intensity workouts
b) Provide a variety of options like yoga, walking, and sports
c) Require everyone to follow the same routine
d) Focus only on gym-based activities

Synthesis:

1. Which scenario in the test did you relate to the most, and why?

_____

_____

2. What new ideas or strategies did you learn for staying active during busy days?

_____

_____

_____

3. How does physical activity affect your mood, energy, and focus?

_____

_____

_____

4. What small changes can you make in your routine to improve your physical wellness?

_____

_____

_____

5. Why is it important to consider inclusivity and accessibility when promoting wellness in schools or workplaces?

_____

_____

_____

I. Activity Title: Interactive Matching Game – Physical Activity& Its Benefits

II. Objective(s):

To reinforce understanding of different types of physical activities and their impact on work-life balance through an engaging and interactive matching exercise.

III. Instructions:

Match different types of physical activities with their corresponding benefits to understand how each one supports work-life balance and overall well-being. Use the provided cards, slides, or digital tools to complete the activity individually, in groups, or online.

Example:

Activity	**Benefit**
Stretching	Reduces tension

Synthesis:

1. Which activity do you enjoy most, and why?

_____
_____
_____
_____
_____

2. How do these activities help balance your school/work and personal life?

_____
_____
_____
_____
_____

3. Can you think of a time when physical activity helped you feel better or more focused?

_____
_____
_____
_____
_____

I. Activity Title: Design Your Weekly Wellness Plan

II. Objective(s):

To help create a personalized weekly schedule that includes physical activities to support your work-life balance, health, and future career success.

III. Instructions:

Using the weekly planner template provided (or one you create in your notebook), plan your physical activities for the week by including one simple exercise, one structured routine, one sport or group activity, and one leisure activity. Choose realistic days and times that fit your lifestyle, and for each activity, write a short explanation of how it helps you stay balanced, focused, or energized. Be prepared to submit your planner and share how it supports your personal well-being and future goals.

Synthesis:

1. Which physical activity in your weekly plan are you most excited about, and why?

_____

_____

_____

2. How did you decide which activities to include in your schedule?

_____

_____

_____

3. What challenges do you anticipate in following your plan, and how can you overcome them?

_____

_____

_____

4. How do you think these activities will affect your energy, focus, and mood throughout the week?

_____

_____

_____

5. In what ways does your plan support your personal well-being and future goals?

_____

_____

_____

6. What did you learn about your current habits while creating this planner?

_____

_____

_____

7. How can you encourage others to include physical activities in their routines?

_____

_____

_____

EXAMPLE:

🧘‍♂️	💪	🌿	🚀	🏀	🌸	🚶‍♂️
Mindful Monday Focus on gentle movements and mental clarity.	**Training Tuesday** Engage in structured workouts or strength training.	**Wellness Wednesday** Balance physical and emotional wellness.	**Thrive Thursday** Choose activities that energize and motivate.	**Fitness Friday** Commit to a sport or group activity.	**Self-Care Saturday** Enjoy leisure activities that relax and recharge.	**Active Sunday** Stay active with light exercises and outdoor fun.
Simple Exercise: Structured Routine: Sport/Group Activity: Leisure Activity:	Simple Exercise: Structured Routine: Sport/Group Activity: Leisure Activity:	Simple Exercise: Structured Routine: Sport/Group Activity: Leisure Activity:	Simple Exercise: Structured Routine: Sport/Group Activity: Leisure Activity:	Simple Exercise: Structured Routine: Sport/Group Activity: Leisure Activity:	Simple Exercise: Structured Routine: Sport/Group Activity: Leisure Activity:	Simple Exercise: Structured Routine: Sport/Group Activity: Leisure Activity:

I. Activity Title: I Used to Think… Now I Know" – A Reflection on Physical Activity and Work-Life Balance

II. Objective(s):

This reflection promotes metacognition—thinking about one's own thinking and encourages learners to recognize the broader benefits of physical activity, such as:

- Stress reduction
- Improved mood and mental health
- Better sleep
- Increased productivity
- Enhanced social interaction

- Time management and routine building

It also helps learners internalize how simple exercises, structured routines, sports, and leisure activities can be integrated into daily life to support work-life balance.

III. Instructions:

Complete the sentence below based on your personal experience or new understanding:

"I used to think physical activity was just for fitness, but now I know it also helps with _____."

1.
2.
3.
4.
5.

Synthesis:

1. What personal experience or insight led to your new understanding of physical activity?

_____
_____
_____
_____

2. How has your view of physical activity changed in terms of its role in work-life balance?

_____
_____
_____
_____

3. Which type of activity (simple exercise, structured routine, sport, or leisure) helped you the most, and why?

_____
_____
_____
_____

4. How do you plan to integrate physical activity into your daily routine moving forward?

_____
_____
_____
_____

5. What advice would you give to someone who sees physical activity only as a way to stay fit?

_____
_____
_____
_____

I. Activity Title: Guided Journal Entry

II. Objective(s):

This activity encourages deep personal reflection and helps you generalize the value of various physical activities in achieving work-life balance.

III. Instructions:

Reflect on different types of physical activities—simple exercises, structured routines, sports, and leisure activities—and how each supports your work-life balance. In your journal, connect these activities to how they help manage stress, boost energy, or improve mood. Personalize your entry by identifying which activities you want to try or continue and explain why they suit your needs and lifestyle.

Tips for Deeper Reflection:

- Think about times when physical activity helped you handle stress or feel more positive.
- Consider any barriers you face and how you might overcome them (e.g., time, motivation).
- Set realistic goals for incorporating these activities into your week.

Synthesis:

1. Connect Each Type to Work-Life Balance:

o How does each activity help you manage stress, boost energy, or improve your mood?

_____
_____
_____
_____
_____

o Which activities fit best with your schedule and lifestyle?

_____
_____
_____
_____
_____

2. Personalize Your Plan:

o Which activities do you want to try or continue?

_____
_____
_____
_____
_____

o Why do these activities appeal to you or suit your needs?

_____
_____
_____
_____
_____

Sample Guided Journal Entry

Balancing Life Through Movement:
My Personal Plan for Physical Wellnesse

DATE: / /

Different types of physical activities contribute to my work-life balance in unique ways. Simple exercises like stretching or walking help me clear my mind during busy workdays and prevent stiffness from sitting too long. Structured routines, such as yoga or gym sessions, give me a sense of discipline and accomplishment, making it easier to manage my time and commitments. Sports activities, like playing badminton with friends, not only keep me active but also strengthen my social connections and provide a fun break from work. Leisure activities, such as hiking or dancing, allow me to relax and enjoy nature or music, which refreshes my mind and spirit.

In my routine, I plan to include daily morning walks for a gentle start, yoga twice a week for flexibility and stress relief, and occasional badminton games with friends to stay socially engaged. I chose these activities because they are enjoyable, easy to fit into my schedule and help me feel balanced both physically and mentally.



I. Activity Title: Work Life Balance Bingo

II. Objective(s):

To motivate and to engage in a variety of wellness-related activities that promote work-life balance through physical fitness, leisure, and self-care.

III. Instructions:

Play Balance Bingo by completing wellness activities from your bingo card within the set time frame. Mark each square as you finish an activity and reflect on how these actions help you stay balanced and healthy.

B	I	N	G	O
Enjoy a hobby	Volunteer	Eat healthy balanced meals	Listen to music	Say no when necessary
Prioritize health	Be kind to yourself	Find my passion	Read Books	Organized Task
Rest when unwell	Watch Movies	Free!	Meditate or practices mindfulness	Take vacation every year
Have healthy work-home boundaries	Have a healthy snack stash	Treat yourself with your favorite food.	Ask for help when needed	Exercise Regularly
Spend quality time with family/friends	Unplug from work if Rest Day	Get 6 or more hours of sleep	Enjoys life	Drink at least 6 glasses of water a day

1 Meditate or practices mindfulness	2 Say no when necessary	3 Volunteer	4 Go outside for walks	5 Have a healthy snack stash	6 Take vacation every year	7 Listen to music
8 Find my passion	9 Unplug from work if Rest Day	10 Eat healthy balanced meals	11 Exercise Regularly	12 Organized Task	13 Drink at least 6 glasses of water a day	14 Enjoys life
15 Be kind to yourself	16 Watch Movies	17 Treat yourself with your favorite food.	18 Spend quality time with family/friends	19 Read Books	20 Eat lunch without interruption	21 Take breaks at work
22 Rest when unwell	23 Get 6 or more hours of sleep	24 Ask for help when needed	25 Visit Church	26 Prioritize health	27 Enjoy a hobby	28 Have healthy work-home boundaries
29 Practice positive self-talk						

Call List

Use this randomly generated list as your call list when playing the game. There is no need to say the BINGO column name. Place some kind of mark (like an X, a checkmark, a dot, tally mark, etc.) on each cell as you announce it, to keep track. You can also cut out each item, place them in a bag and pull words from the bag

Synthesis:

1. What personal experience or insight led to your new understanding of physical activity?

_____
_____
_____
_____
_____

2. Which activities were easiest or hardest?

_____
_____
_____
_____
_____

3. How did these actions affect your mood, energy, or focus?

_____
_____
_____
_____
_____

4. Which habits would you like to continue?

_____
_____
_____
_____
_____

LEARNING ACTIVITY SHEET (LAS)

Lesson Title/Topic:	Designing A Career Action Plan Aligned to Their Personal Values, Interests, Skills, and Workplace Aspirations		
Name		**Grade & Section**	

I. Activity Title: Three-Layer Factor Map (Analytical -Concept Mapping Strategy)

II. Objective(s):

At the end of the activity, you will be able to create a concept map to analyze and visually represent the factors influencing your chosen career path, integrating personal, social, and environmental elements.

III. Materials Needed:

a. Worksheet or blank bond paper
b. Pens, markers, or highlighters
c. Sample concept map displayed on board or slide

IV. Instructions:

Use this worksheet when the internet connection is down and using the Padlet app is not feasible.

1. Gather Your Inputs

Review your notes and outputs from Weeks 1–7, including self-assessment inventories, workplace analyses, and wellness reflections. This will be the information in your concept map content.

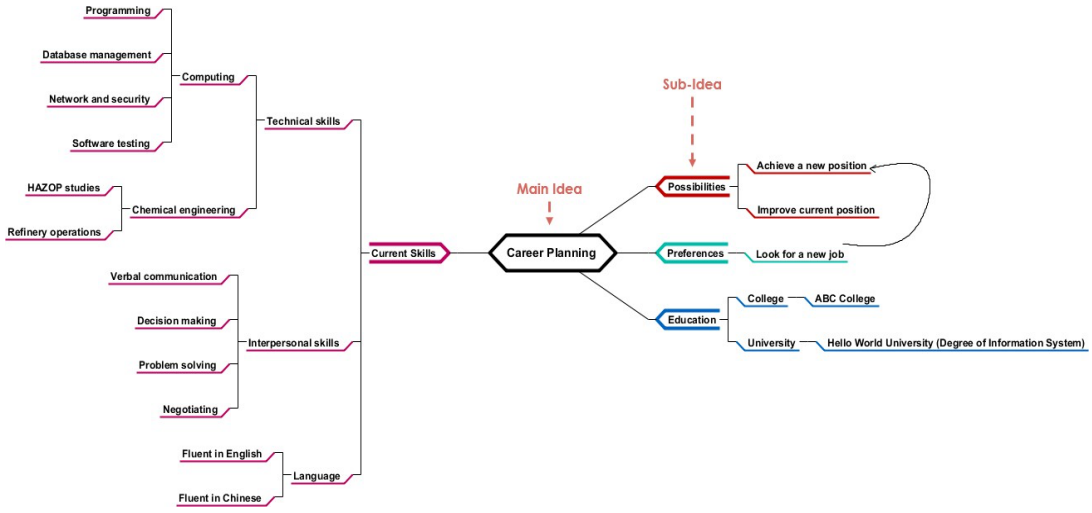
2. Understand the Task

You will create a concept map centered on the theme: "Factors Influencing My Career Path"

This map visualizes how different factors you studied connect to your career choice.

3. See Examples

Look at sample concept map formats (concentric circles, web map, flow map, tree map) on the board or slide. Note that concept maps show relationships and hierarchies among ideas, unlike graphic organizers that group information.



Sample Career Plan: Mind Map Diagram Career Planning

Source: https://circle.visual-paradigm.com/career-planning/

1. Design Your Map
Structure the map using any format you prefer. Include:

- Central node: Your target career or field ((e.g., "Environmental Scientist," "Graphic Designer," "Healthcare Professional")
- Factors branching from center:
  - Personal Factors (e.g., skills, interests, values, talents) Example:
    - Skills (e.g., critical thinking, technical skills)
    - Interests (e.g., passion for science, creativity)
    - Values (e.g., helping others, work-life balance)
    - Talents (e.g., communication, problem-solving skills)
- Social Factors (e.g., family, peers, cultural influences)
- Environmental Factors (e.g., job trends, opportunities, technology, workplace conditions, wellness)

2. Connect the Dots
Use arrows or lines to show how each factor influences or relates to your career choice.

3. Be Creative and Clear
Use keywords that reflect your insights, such as:

- Personal: "good communicator," "values teamwork"
- Social: "peer encouragement," "parental support"
- Environmental: "local job demand," "TESDA training availability"

4. Share Your Work
Volunteer to present your concept map and explain the connections you identified.

Synthesis:
Which factor has the strongest influence on your chosen career?

_____
_____
_____
_____
_____

How do your personal, social, and environmental factors work together?

_____
_____
_____
_____
_____

If you could change one factor, which would it be and why?

_____
_____
_____
_____
_____

Share Your Career Map Here:

I. Activity Title: Purpose Statement Writing

II. Objective(s):

At the end of the activity, learners will create a personal purpose statement for their Career Action Plan, demonstrating understanding of how purpose guides career decisions.

III. Materials Needed:

Short bond papers or index cards, pens or markers, a bulletin board or digital space

IV. Instructions:

1. Reflect on Your Goals:

Think about why you want to create a Career Action Plan. What do you hope to achieve? Who do you want to help or serve through your career? What kind of life do you want to build through your work?

2. Write Your Purpose Statement:

Complete the sentence: "I am building my Career Action Plan to _____ so that _____."

3. Be Sincere and Specific:

Avoid vague answers. Think about what truly motivates you and what you want to achieve.

4. Examples to Guide You:

- "I am building my Career Action Plan to prepare for college so that I can choose a course that matches my strengths."
- "I am building my Career Action Plan to discover my purpose in life so that I can find work that makes me happy and useful to others."

5. Take 3-5 minutes to Write:

Reflect on your goals and write your purpose statement.

6. Share Your Statement:

You may be invited to share your statement with the class or keep it as part of your portfolio.

7. Remember:
Every plan begins with a purpose. Knowing why you're doing something gives direction and meaning to your goals.

Synthesis:
1. What did you learn about yourself and your career goals?

_____
_____
_____
_____

2. How will your purpose statement guide your decisions and actions?

_____
_____
_____
_____

3. What small changes helped them feel better by the end of the week?

_____
_____
_____
_____

I. Activity Title: Creating Your Career Action Plan (CAP)

II. Objective(s):

Draft a comprehensive Career Action Plan that integrates your personal, social, environmental, and workplace factors with SMART goals and action steps to guide your future career path.

III. Materials Needed:

- Career Action Plan Template
- Rubric
- Peer Feedback Sheet

IV. Instructions:
Part A. Task Orientation:
You will begin drafting your Career Action Plan (CAP) — your final performance task for this quarter. It brings together everything you've learned from Weeks 1–7 into one meaningful plan for your future.
Choose your format (check one):

☐ Written Portfolio

☐ Digital Portfolio

☐ Oral Presentation

Reminder: Your CAP should reflect on who you are — your values, influences, and aspirations.

Part B. Guided Drafting

Fill in each section below using your previous outputs and personal insights.

1. Who I Am (Personal Factors)

What are your skills, interests, talents, and values that align with your career goals?

- ✓ Skills:

_____

_____

- ✓ Interests:

_____

_____

- ✓ Talents:

_____

_____

- ✓ Values:

_____

_____

2. Who Shapes My Journey (Social Factors)

Who influences your career decisions (family, peers, mentors, community)?

_____

_____

_____

_____

3. What Shapes My Opportunities (Environmental Factors)

What external conditions affect your career path (job trends, tech, scholarships, etc.)?

_____

_____

_____

_____

4. How I Work (Workplace Considerations)

What work habits, attitudes, and behaviors support your career success?

_____

_____

_____

_____

5. How I'll Stay Balanced (Work–Life Balance)

How will you maintain wellness while pursuing your goals?

_____

_____

_____

_____

6. My SMART Career Goal

Write one goal that is Specific, Measurable, Attainable, Relevant, and Time-bound.

_____

_____

_____

_____

7. My Action Steps

List practical steps to achieve your SMART goal.

1.
2.
3.
4.

8. Reflection:

How do your personal, social, and environmental factors help shape a meaningful and balanced career path?

_____
_____
_____
_____

Part C. Peer Exchange (Optional)

Partner's Name: _____

"I like how you…"

"You might add…"

Synthesis:

1. Why is it important to think about your career choices ahead of time?

_____
_____
_____
_____
_____

2. Which part of the Career Action Plan was the easiest or hardest to write? Why?

_____
_____
_____
_____
_____

3. How do you see your CAP helping you make better decisions in the future?

_____
_____
_____
_____
_____

4. What did you realize about balancing your goals with your well-being?

_____
_____
_____
_____
_____

I. Activity Title: "My Balanced Career Action Plan"

Step 1: My Self-Profile
Write your personal basis for your career plan.
• 2 Personal Values:
1.
2.

• 2 Interests:
1.
2.

• 2 Skills:
1.
2.

• My Career Aspiration:

_____
_____
_____
_____
_____

Step 2: My Career Action Plan
Write ONE main career goal and complete the table.

My Career Goal	Action Steps	Skills to Improve	Timeline

Step 3: My Work-Life Balance Plan
• 2 Physical Activities I Will Do Weekly:
1.
2.

• My Schedule (When I will do them):

_____
_____
_____

• Reflection (1–2 sentences):
How do these activities help my career and well-being?

_____
_____
_____

Step 4: Final Output
(The teacher will check ONE output)

- ☐ Written worksheet
- ☐ Poster
- ☐ Digital infographic via Canva
- ☐ Online submission via Padlet

Synthesis:
1. How did your values, interests, skills, and aspirations help you design your career action plan?

_____
_____
_____
_____
_____

2. What challenges did you experience in connecting your strengths and gaps to your career goal?

_____
_____
_____
_____
_____

3. How does your action plan show readiness for your chosen or possible career path?

_____
_____
_____
_____
_____

4. Why is it important to include physical activities in your career plan for long-term success and well-being?

_____
_____
_____
_____
_____

I. Activity Title: "My Career Reflection"

II. Objective(s):

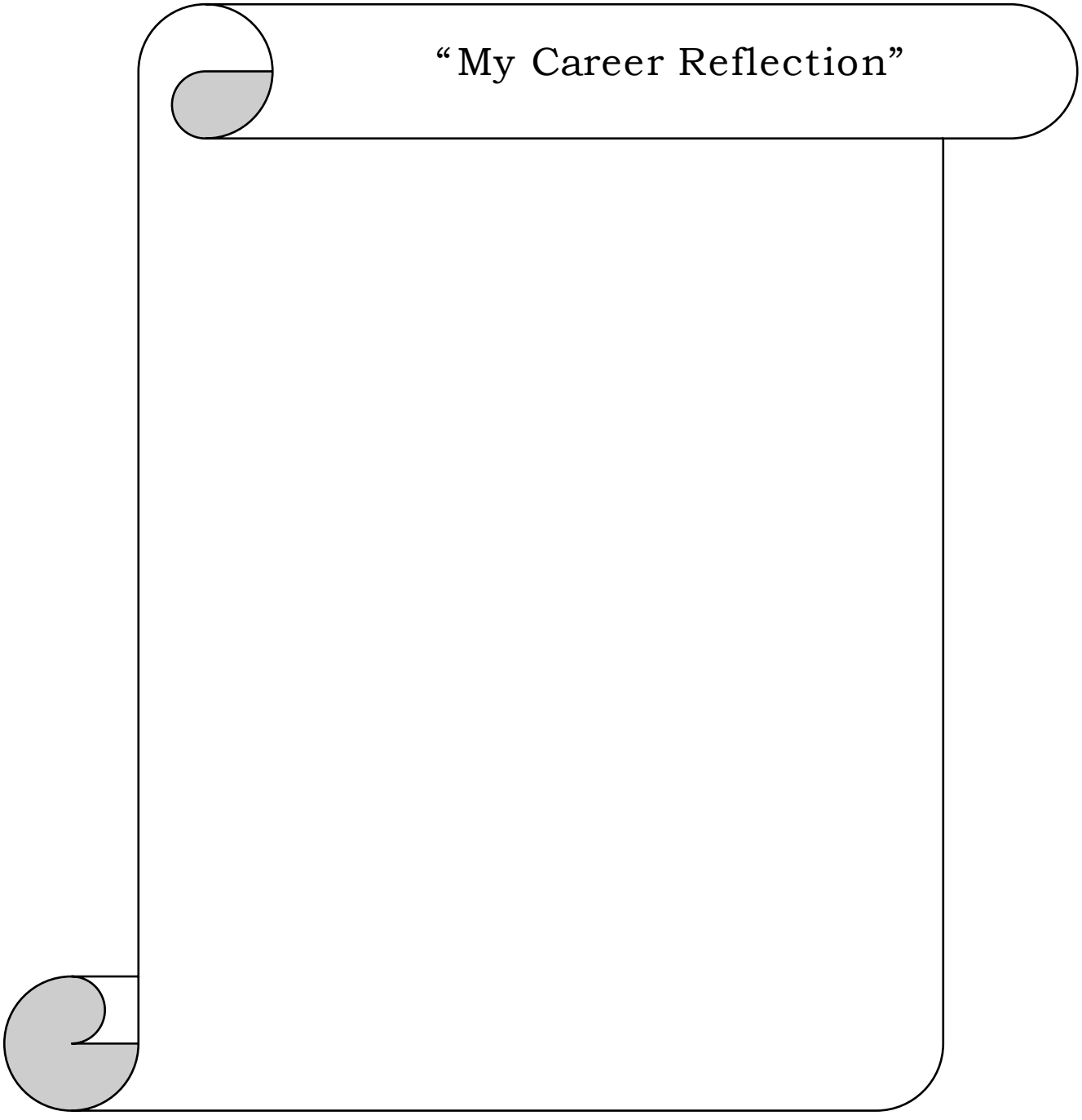
To help you identify and reflect on the career factors that matter most to you; understand the importance of career planning; and recognize how thoughtful career decisions can contribute to a balanced and fulfilling future life. Through reflection, you will connect your personal values, goals, and priorities with your future career choices.

III. Instructions:

Write a short reflection (5–8 sentences) answering:

- What career factors are most important to you and why?
- Why is career planning important for your future life balance?

(Optional: Use Padlet or Paper. Add visuals (icons, images, or charts)



CAREER ACTION PLAN (CAP) PORTFOLIO

Name: _____
Grade/Section: _____
Date: _____

A. Career Action Plan (CAP) Template

1. My Career Goal

Short-term goal (1–2 years):

_____
_____

Long-term goal (5–10 years):

_____
_____

2. My Skills, Interests, and Values

Skills I have:

_____
_____

My interests:

_____
_____

My values (what is important to me):

_____
_____

3. Career Pathway / Timeline (Numeracy Integration)

Fill in your career steps with time frames:

Time Frame	**Career Step / Goal**
1 Year	_____
3 Years	_____
5 Years	_____
10 Years	_____

4. Goal-Setting Schedule

Write 2–3 specific action steps:

- Step 1 (with time): _____
- Step 2 (with time): _____
- Step 3 (with time): _____

5. Science & Workplace Considerations

- How science/technology is used in my career:

_____
_____

- Health, safety, or environmental concerns:

_____
_____

6. Math Integration (Budget / Data / Planning)
• Estimated cost of training or preparation: _____
• Possible income or salary range: _____
• Simple financial plan or observation:
_____
_____

7. Work–Life Balance Plan (IMPORTANT)
List at least 3 physical activities you will include:
• Activity 1: _____
• Activity 2: _____
• Activity 3: _____

How these activities help my career success:

_____
_____
_____
_____

8. Reflection Statement (English or Filipino)
_____
_____
_____
_____

B. Rubric: Career Action Plan (CAP)

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Career Goal Clarity	Clear, realistic, and well-defined goals	Clear but slightly general	Vague goals	No clear goal
Completeness of CAP	All sections completed fully	Most sections completed	Some missing sections	Many sections incomplete
Numeracy Integration	Strong timeline, budget, and data use	Basic numeracy included	Limited numeracy	No numeracy evidence
Science Integration	Clear use of science/tech and safety awareness	Some science connection	Minimal science link	No science connection
Work-Life Balance	Strong inclusion of physical activity + explanation	Includes physical activity	Limited explanation	No balance shown
Reflection Quality	Deep, thoughtful, and insightful	Clear reflection	Simple reflection	Missing/unclear

Scoring Guide:

- 21–24 = Excellent
- 16–20 = Good
- 11–15 = Fair
- 6–10 = Needs Improvement

C. PEER FEEDBACK SHEET
Name of Reviewer: _____
Name of Classmate: _____

1. What I LIKE about your CAP:

_____
_____
_____
_____

2. One thing that is CLEAR in your plan:

_____
_____
_____
_____

3. One suggestion to improve your CAP:

_____
_____
_____
_____

4. Check (✓) what you observed:
☐ Clear career goal
☐ Has timeline (Math integration)
☐ Has budget or data analysis
☐ Includes science/technology connection
☐ Includes physical activity/work-life balance
☐ Reflection is meaningful

5. Encouraging Comment: PURPOSE OF THIS ACTIVITY SHEET

This activity sheet helps you:
• Build a complete and realistic Career Action Plan,
• Apply Math (timeline, budgeting, data interpretation),
• Apply Science (technology, safety, environment),
• Develop communication skills (English/Filipino reflection),
• Strengthen work-life balance through physical activity planning, and
• Engage in peer feedback and collaborative improvement.