Strengthened Senior High School

DepED
DEPARTMENT OF EDUCATION

Lesson Exemplars for Life and Career Skills

CORE SUBJECT



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Lesson Exemplar for Life and Career Skills **Term 2**

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Table of Contents

Lesson Exemplar 1 ..... **1**
Lesson Exemplar 2 ..... **23**
Lesson Exemplar 3 ..... **57**
Lesson Exemplar 4 ..... **75**
Lesson Exemplar 5 ..... **100**
Lesson Exemplar 6 ..... **141**
Lesson Exemplar 7 ..... **158**
Lesson Exemplar 8 ..... **182**
Lesson Exemplar 9 ..... **211**
Lesson Exemplar 10 ..... **279**

Content/Topic	Understanding Factors Affecting Career Planning A. Skills, Interests, and Talents B. Academic and Skills Requirements	**Lesson Exemplar**	1

I. OBJECTIVES	
A. Content Standard	The learners value the importance of career planning based on the understanding of the different factors affecting the development of career competence.
B. Performance Standard	The learners design a career action plan aligned to their personal values, interests, skills, and workplace aspirations.
C. Learning Competencies	Discuss the importance of considering personal, social, and environmental factors in career planning
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	APA Dictionary of Psychology. n.d. "Talent." Accessed October 18, 2025. https://dictionary.apa.org/talent. CareerPlanner.com. n.d. "List of Careers." Career Planner. Accessed October 18, 2025. https://www.careerplanner.com/ListOfCareers.cfm. Corrigan, Doville. 2020. "Talent, Strength, Competence or Skill —Which One Are You Talking About?" LinkedIn, November 4, 2020. https://www.linkedin.com/pulse/talent-strength-competence-skill-which-one-you-talking-corrigan. Feldman, Daniel C. 2021. Career Management: A New Approach. Prentice Hall. Hawaii State Department of Education. n.d. "Career & Technical Education. The RIASEC Test: Which Career Pathway Is Right for You?" Accessed October 18, 2025. https://hawaiipublicschools.org/DOE%20Forms/CTE/RIASEC.pdf. Jones, K. S., D. A. Newman, R. Su, and J. Rounds. 2020. "Black-White Differences in Vocational Interests: Meta-Analysis and Boundary Conditions." Journal of Business and Psychology 36 (4): 589–607. Low, K. S. D., M. Yoon, B. W. Roberts, and J. Rounds. 2005. "The Stability of Vocational Interests from Early Adolescence to Middle Adulthood: A Quantitative Review of Longitudinal Studies." Psychological Bulletin 131 (5):713–737. Wahidy, A., and H. Fitria. 2021. "The Role of Interests and Talents in the Competency Skills of Students." In International Conference on Education Universitas PGRI Palembang (INCoEPP 2021), 1277–1280. Atlantis Press. Washington State University. 2024. "Understanding Soft vs. Hard Skills." Accessed October 18, 2025. https://hrs.wsu.edu/understanding-soft-vs-hard-skills/ Workable. n.d. "What Is Talent? Talent Definition in the Workplace." Accessed October 18, 2025.

<table>
<tr><td></td><td colspan="2">https://resources.workable.com/hr-terms/talent-definition.</td></tr>
<tr><td>III. CONTENT
(Sequencing Content)</td><td colspan="2">Understanding Factors Affecting Career Planning
A. Skills, Interests, and Talents
B. Academic and Skills Requirements</td></tr>
<tr><td>IV. OBJECTIVES
(Setting Clear Objectives and Analyzing the Tasks)</td><td colspan="2">1. Identify one’s skills, interests, and talents that influence career choices;
2. Describe the academic qualifications and skills required for selected careers; and
3. Discuss how personal attributes and educational requirements guide career planning.</td></tr>
<tr><td colspan="2">V. PROCEDURES</td><td>ANNOTATIONS</td></tr>
<tr><td>A. Activating Prior Knowledge</td><td>1. Activating Prior Knowledge

SAY: Good day, everyone! Let us start our day with an activity regarding your skills, interests, and talents.

Option 1: SIT Fold (Skills-Interests-Fold)

Instruct the learners to get one sheet of paper and fold it vertically into three equal parts, then write in the first column “Skills”, “Interests” in the second, and “Talents” in the last column. See the sample below:

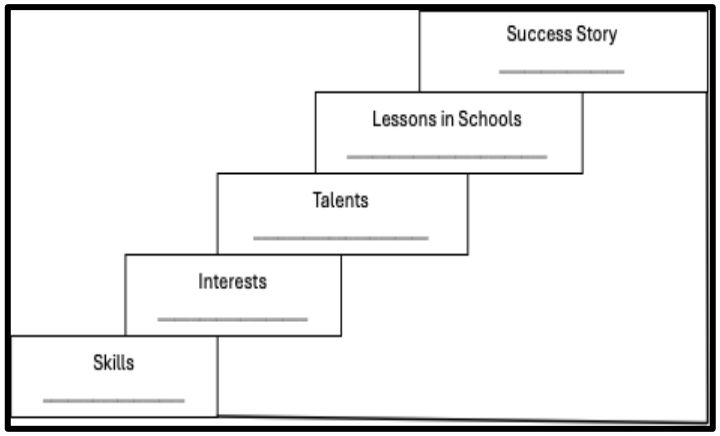
<table><tr><th>Skills</th><th>Interests</th><th>Talents</th></tr><tr><td></td><td></td><td></td></tr></table>
1. Instruct the learners to list their:

• Skills - e.g., writing, organizing, coding</td><td>Let the learners choose a task from the given three options. After assigning a task to the learners, let them answer the process questions.

The component of IDF that we could see in this section is Ideation, where learners will generate ideas and concepts to describe their thoughts and experiences.</td></tr>
</table>

	• Interests - e.g., music, science, helping others • Talents - e.g., drawing, public speaking, leadership 1. Give them 5 minutes to fill out the column as much as they can. 2. Facilitate a class discussion on the interconnections of their skills, talents, and interests **Option 2: Discovering Talent Within Me?** 1. Distribute the handout or ask the learners to write these on the piece of paper ● Skills I have: ● Interest that I enjoy: ● Talents I am proud of: 2. You may further clarify it by explaining the ● Skills I have – things I've learned or can do well (e.g., writing, organizing, coding). ● Interests I enjoy – activities or topics I'm naturally drawn to (e.g., music, science, helping others). ● Talents I'm proud of – innate abilities or strengths (e.g., drawing, public speaking, leadership). ● Let the learners ask their classmates the strengths they see in them 3. Ask the learners to individually answer it. 4. After 5 minutes, have the learners pair up or form small groups to share and discuss:	

	● What patterns or connections do they notice? ● Can they think of careers that match their traits? 5. Call a few learners to volunteer to share their output with the class. **Option 3: Skill, Interest, and Talent Burst** 1. Individual Task (Burst List) ● Instruct the learners to write down as many skills, interests, and talents that they think they personally have. 2. Group Task (Compare and Contrast) As a group, let the learners discuss the following prompts: ● Which items are common among members? ● Which items are unique to individuals? ● Do any skills, interests, and talents complement each other (e.g., a skill in writing paired with a talent in storytelling)? **2. Establishing the Purpose of the Lesson** **Option 1: What I Want This School Year?** 1. Ask the learners to write down something they want to achieve before the end of the school year. 2. Tell them to identify among their listed skills, talents, and interests which of those can be used or applied and explain why.	*The teacher will choose a task from three options. After assigning a task to the learners, they will answer the processing questions.* *The component of IDF that we could see in this section is a connection because the interrelatedness of the learners' experiences and learning to the new concept will be introduced.*

	3. Let them explain the academic strengths they have or need. 4. Ask volunteers to share it with the class. **Option 2: What Makes Me Thrive?** 1. Ask the learners to remember a time they felt successful or proud of, whether they are in school, at home, or any place or situation. 2. Tell them to write a short narrative about it, including the discussion, that answer the following questions: ● What skills or talents did they use? ● What interest kept them engaged? ● What lessons in school have helped them in real life situations? 3.Call a few learners to volunteer to share their output with the class. **Option 3 – Stairs of Success**  1	

<table>
<tr>
<td></td>
<td>1. Distribute the template or instruct the learners to draw the stairs of success.

2. Tell the learners to think of a successful story that s/he has.

3. Write the skills, interests, talents, and lessons in schools that have been used for this success story.

4. Call a few learners to volunteer to share their output with the class.</td>
<td></td>
</tr>
<tr>
<td>B. Instituting New Knowledge</td>
<td>1. Presenting Examples

Numeracy Integration

The teacher will provide a short data set (e.g., survey results, performance statistics, or cultural trend figures) and ask students to compute percentages, averages, or create simple graphs.

<table>
<tr><th>Preference</th><th>Survey Result</th><th>Implication</th></tr>
<tr><td>Remote/Hybrid Work</td><td>92% prefer remote/hybrid setups</td><td>Employers must offer flexible arrangements</td></tr>
<tr><td>Work-Life Balance</td><td>65% prioritize balance over salary</td><td>Wellness programs are key</td></tr>
<tr><td>Job Stability</td><td>72% value stability</td><td>Long-term contracts attract Gen Z</td></tr>
<tr><td>Company Culture</td><td>90% would switch jobs for</td><td>DEI and authentic values are critical</td></tr>
</table>
</td>
<td>This part is mandatory to comply with the integration of numeracy across all learning areas.

The statistics presented are hypothetical and are intended solely for numeracy and data-interpretation activities. They do not represent actual survey findings and should not be used to make general claims about workers or employers.</td>
</tr>
</table>

	better culture	
Leadership Ambition	Only 6% see leadership as primary goal	Gen Z prefers gradual growth

Option 1: Career Lattice

1. Tell the learners to think of a single broad interest that could lead them to several career pathways
2. Fill out the table below of the identified interest, career pathways, academic requirements, skills, and talents:

Interest	e.g., *Love for food*	
Career Pathways	Academic Requirements	Key Skills and Talents
e.g., Restaurant Manager	*Bachelor's Degree in Hospitality Management or Business Administration*	*Leadership and team management, customer service, communication, financial management, problem-solving*
e.g., Chef	*Culinary Arts*	*Cooking skills, creativity, cleanliness, organization, attention to details*
e.g., Nutrionist-Dietitician	*BS in Nutrition-Dietetics*	*Nutrition knowledge, communication, empathy*

The teacher will choose a task from the options. The teacher may call a few volunteers to share their answers.

The component of IDF that we could see in this section is Context because of the situation/ background/ experiences of the learner that they could bring as a foundation to learning.

	Option 2: Career Photo Gallery 1. Show the learners' various photos of people working in different careers (e.g., doctor, lawyer, teacher, and nurses, etc.) 2. Ask the learners to select a career or profession that they preferred or at least near to his/her preference. 3. Tell them to think about what the possible interests, skills, talents, and academic requirements are leading to the career selected. Why? **Option 3: Career Role Play** 1. Divide the class into small groups (4-7 members) or if there are pre-assigned groups, let them join their respective group. 2. As a group, identify common skills, interests, and talents among them that could lead them in a common career pathway. It may have one or more careers (e.g., allied medical professionals). 3. Tell them to create a short role play how the career or careers are being performed or connected in real life (e.g., hospital scene featuring medical doctor, nurse and medical technologist) 4. Show also the skills, talents, and interests needed for each career, including the achievements or trainings required. 5. Encourage creativity – use props, dialogues, and teamwork. 6. Each group performs their role play in front of the class.	

	2. Discussing New Concept SAY AND DISCUSS: Career Planning is crucial for ensuring informed decision making. Several factors are needed to be considered in planning like skills, interest, talents, and academic requirements: **Skills, Interest and Talents** The abilities a person gains via education and experience are known as skills (Feldman, 2021). It could be categorized as Hard Skills and Soft Skills. Hard skills are particular, teachable knowledge sets or abilities that are frequently gained through formal education, training courses, or work experience, like coding or programming, data analysis, machine operations (Washington State University, 2024) Soft skills are character traits and interpersonal qualities that affect how well you manage your work and interact with others, like communication, leadership, time management (Washington State University, 2024). Interest acts as a motivating factor that guides someone to engage in particular activities (Wahidy & Fitria, 2021). A person's interests are sets of likes and dislikes that evolve with their personality and cognitive capacities to influence behavior (Jones et al., 2020; Low et al., 2005). Therefore, interests influence how much time and effort people devote themselves to learning new skills and knowledge in a particular field as well	

	as how they pursue their academic and professional objectives (Jones et al., 2020). We are born with talent, which is something we always have; it's like a birthright (Corrigan, 2020). Talent is an innate ability or natural aptitude that makes it relatively easy for someone to achieve in a particular field, sometimes described as a natural trait or inclination, distinguishing it from a skill, which is learned and developed via practice and training (Workable, n.d.; APA Dictionary of Psychology, n.d.). **Academic and Skills Requirements** Career Planning is not just a mere expression of interest or showcasing talents but also possessing the academic qualifications and skills required for a particular profession or occupation. Formal education, certifications, and degrees are examples of academic requirements. The competencies required to carry out the tasks effectively and efficiently related to the profession or job are the skills requirements. For example, a career as accountant requires a bachelor's degree in accountancy as entry point, and take a licensure examination to become a Certified Public Accountant (CPA), and some of the essentials required for this profession are analytical and critical thinking skills, attention to details, and proficiency with financial software or application. **Career Planning** is an ongoing process of self-awareness, self-discovery, self-evaluation, and adaptation. You need to thoughtfully consider the	

	alignment of your skills, interests, and talents with the actual academic requirements and necessary skills of your chosen field. Fusion of these may not only lead to career success but also personal fulfillment. The teacher may check the list of different careers at www.careerplanner.com including its description, roles and responsibilities to give various examples to learners. **3. Developing Mastery** **Option 1: RIASEC Test** 1. Provide the learners with a copy of the printed RIASEC test (form is downloadable online, or you may click the link in the references). 2. Guide them in understanding the instructions given in the form on how to answer and score the test. 3. Ask them about the test results: the three highest scores and meaning. 4. Ask them if their skills, interest and talents have something to do with the results? How and why? 5. Call a few volunteers to share their answers. **Option 2: Now to the Next** 1. Tell the learners to answer the following: My Top 3 Career preference Career 1: Career 2:	*RIASEC results are exploratory indicators of interests, not prescriptions. They should be considered together with values, abilities, educational requirements, opportunities, and changing personal circumstances.*

	Career 3: The skills, interests, and talents that I have now to attain the career I preferred. Career 1: Career 2: Career 3: These are related to my career preference because _____ _____ _____ _____ What do I need to have or improve to ensure that I will attain my career preference? Career 1: Career 2: Career 3: I need to have or improve these because _____ _____ _____ _____ 2. Call a few volunteers to share their answers.	

	Option 3: Career Talk Show 1. Divide the class into small groups (4-7 members) or if there are pre-assigned groups, let them join their respective group. 2. One or Two learners act as host, and other as a panel of professionals. 3. The following are the questions to be asked by the host/s: ● What inspired you to choose this career? ● What skills, interests, and talents need to be honed in order to attain this career? ● What are the challenges in choosing the career? ● What is the rewarding part of this career? ● What advice would you give to learners who want this similar career? 4. Each group presents their career talk show in class.	
A. Demonstrating Knowledge and Skills	**1. Finding Practical Application** **Ed. Tech. Integration** Make a winning resume using the Free Trial Fix Resume. By supplying basic information, the website will generate initial output, after which, the website will recommend some tasks to enhance your resume. **Option 1: My Portfolio** 1. Instruct the learners to create a portfolio (if the learners have the capacity and resources, they may use Google Sites, Canva, etc. otherwise in any traditional creative way).	*This part is mandatory to comply with the integration of educational technology across all learning areas.*

	2. The portfolio should have the following parts ● About Me page which showcases individual interest, talents, and soft skills. Learners may have brief description how these attributes make them a good fit for their chosen career ● Skills and Project page, a section where they demonstrated their hard skills. Sample evidence of work, output, documentation, or any other verifiable evidence that could attest to the skills they are highlighting (e.g., photocopy of certificate, etc.). Beneath the evidence is a brief description of the project. **Career Road Map** page, in this part, the learner will outline the academic and skills requirements for their chosen career and discuss the plan how they will meet them. 3. Call a few volunteers to share their answers. **Option 2: Reflective Blog or Vlog Post** 1. Instruct the learners to write 250 to 350 words for a reflective blog or vlog post with the title "My Career Pathway." The post should highlight how important their interests, skills, talents, and academic requirements are to create a real-life career plan. 2. Call for a few volunteers to share (blog) or play (vlog) their answers. **Option 3: The Pitch** 1. Instruct the learners to write a pitch that will convince the imaginary hiring committee that	

	they have what it takes to succeed in their chosen career. 2. The pitch should be structured in three parts: ● Foundation (1 minute) – introduction of the self and chosen career, state the interest, and talents which should be aligned with the chosen career ● Evidence (2 to 3 minutes) –present concrete evidence skills (hard and soft); academic and skills requirements for the career and how the learners are preparing to meet it. ● Plan (1 minute) – summarize the plan and commitment which are anchored on the foundation and evidence stated. 3. Call a few volunteers to share the pitch they made. 4. (Optional) The teacher may ask for commendation or constructive feedback from the class. **2. Making Generalization** **Literacy Integration** 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). Let the learners highlight key ideas, then summarize them in their own words.	*This part is mandatory to comply with the integration of literacy across all learning areas.*

	Option 1: Portfolio Power Statement 1. Use this generalization if you use the "Portfolio" option in the Finding Practical Application. 2. Tell the learners, among the presented portfolios, including your own portfolio: ● What are the commonalities among the most impressive portfolios? ● Can you reconsider writing your Skills and Project page to exhaust your actual hard and softs skills? Why? 3. Write a Portfolio Power Statement about the main lesson learned as to how personal attributes, academic and skills requirements are relevant to career planning. 4. Call a few volunteers to share their generalization. **Option 2: I must create my real-life plan** 1. Use this generalization if you use the "Reflective Blog or Vlog Post" option in the Finding Practical Application. 2. Tell the learners to answer the following questions ● Did you discover your own career path that surprised you the most? Why? ● Explain how important interest, skills, talents, and academic requirements are to create a real-life career plan.	

	● Did your blog or vlog post make you realize that the career path is a sequence of planned steps rather than a single destination? Why? ● Ask the learners to write to complete the final lesson learned statement in understanding that skills, interest, talents and academic requirements are factors that influence career planning: In order for me to create a real life plan, I must _____ _____ _____ _____ _____ _____ **Option 3: Concept Map** 1. Use this generalization if you use the "The Pitch" option in the Finding Practical Application. 2. Ask the learners the following questions: ● Which is the most crucial part of the pitch: Foundation, Evidence, or Plan? Why? ● In what ways does the well-structured pitch connect the academic preparation to the interest, skills, and talents? 3. Create a Concept Map that will illustrate how an individual's personal attributes (i.e., interest and talents) and qualification requirements (i.e., academic and skills) combine to make the ideal career plan.	

	3. Evaluating Learning **Option 1: Comparative Career Analysis** 1. Instruct the learners to choose two different careers that might seem similar but have distinct requirements (e.g., Optometrist vs Ophthalmologist, Information Technology vs Computer Science). 2. Compare the two in terms of the following ● Academic Requirements ● Hard Skills ● Soft Skills ● Other factors that may be considered (e.g., interests, talents, etc.) 3. The teacher may have the option to submit the output as a presentation, short video report, blog post, or any other creative presentation, depending on the capacity or available resources of the learners. **Option 2: Career Myth Buster** 1. Instruct the learners to think of the top career preference. 2. State all the myth related to the careers: Career 1: Myth to Career 1: Career 2: Myth to Career 2:	

	3. Debunk each career myth, use reliable information to prove why those myths are incorrect. **4. Additional Activities** **Option 1: Future Proof Career** 1. Tell the learners to choose a career and research how it might change in the next 10 to 15 years due to advancement of technology. They will be preparing a written report discussing the following issues A. The impact of Artificial Intelligence (AI), automation, and other advancements of technology. B. Skills needed to sustain, enhance, and learn new skills to learn. C. Evolving Career Paths 2. The teacher may ask volunteers to share their written reports in class. **Option 2: Career Role Model** 1. Tell the learners to choose a well-known person in a career field that they are interested in, and research their career path. 2. The goal is to discover how that person's skills, interests, and academic path aligned with their success. 3. Prepare a written report that summarizes their findings. 4. The teacher may ask a volunteer to share their written report in class.	

VI. ASSESSMENT
(Assessing Learnings)

Option 1: Personal Factor Career Planning Inventory

Instruction: Honestly rate yourself on each statement and explain your rating, using the following scale

1- Strongly Disagree
2- Disagree
3- Agree
4- Strongly Agree

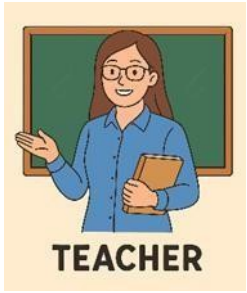
Skills, Interests and Talents	**Rating**	**Explanation**
1. I can identify my top three skills. 2. I am aware of my talents. 3. I am certain on my main interest. 4. My career choice is based on skills, interests, and Talents.		
Academic Qualification	**Rating**	**Explanation**
5. I am aware of the educational qualifications of my career choice. 6. I understand the academic skills needed for my chosen career. 7. I am willing to take additional training or short courses to achieve my career goal. 8. I know which subjects are relevant to my choses career.		
Personal Attributes	**Rating**	**Explanation**
9. I have the personal qualities that will help me succeed (e.g., leadership, adaptability, patience). 10. I have a clear and realistic goal to achieve my career goals. 11. I have identified the steps to achieve my career goals. 12. I am certain that my current efforts will be beneficial to my career choice.		

	Option 2: Multiple Choice Test Instruction: Read each question and choose the best answer from the choices provided. 1. Skill may be best defined as A. A personal attribute. B. A natural passion for certain activities C. An inborn ability that allows a person to excel without training. **D. A specific, learned ability acquired through education or experience.** 2. An innate ability or natural aptitude that makes it relatively easy for someone to achieve in a particular field, sometimes described as a natural trait or inclination. A. Academic Requirement B. Interest C. Skill **D. Talent** 3. A Bachelor of Science in Psychology degree is an example of **A. Academic Requirement** B. Hard Skill C. Interest D. Soft Skill 4. A group project is not going well because two members are not communicating well. Which soft skill is essential in addressing this problem? **A. Communication** B. Group Think C. Problem-solving D. Time management 5. Czerin has a passion for drawing and design, a natural ability to understand complicated software, and has taken multiple online graphic design courses. She is currently putting together a portfolio. Clearly, her portfolio will A. **Demonstrate how talent, interest, and skills come together**. B. Prove her academic requirements. C. Prove that she could do multitasking. D. Show her interest in Art in preparation for college 6. Sebastian has a strong passion for playing mobile games and understands how mobile games are being designed. This is an example of A. Academic Requirement B. Career Planning **C. Interest** D. Talent

	7. Yvette is completing a career "gap analysis" for a part-time job as a sales representative. She realizes that she has a passion for public speaking and little experience in sales techniques. What should be her focus on the action plan? A. Find a different part-time job that only requires public speaking, and forget being a sales representative B. Focus only on developing public speaking skills to compensate for the lack of experience in sales. C. Focus on getting higher grades in English and Communication. **D. Look for training, workshops, mentorship or online short courses that will help her develop sales techniques.** 8. Yohan wants to create a mobile app for a school organization where he is a member. Which hard skill may be required for this task? A. Communication **B. Computer Programming** C. Data Analysis D. Time Management 9. Yumi is interested in becoming a nurse. Which of the following best sums how personal attributes align with the academic requirement? A. Her language proficiency needs to be good besides personal values. B. Her knack for solving complex problems align with the ability to the requirement for nursing aid. **C. Her interest in helping others aligns with the requirement for a nursing degree.** D. Her ambitious and adventurous traits will be greatly aligned with helping others. 10. Roxie enjoys drawing and painting and is naturally skilled at it would likely find a satisfying career in a field that matches her A. Financial Needs B. Hard and Soft skills **C. Interests and Talents** D. Time Management and Talents
VII. REFLECTION *(Feedback and Continuous Improvement)*	For Teachers • My most effective teaching moment or approach in this lesson: • The most challenging experience in delivering this lesson: • Teaching strategy, activity, or approach will I continue doing and changing next time:
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used Co-Pilot to improve grammar in a way that will be expressed in a formal and scholastic manner of writing. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

Content/Topic	Importance of Personal, Social, and Environmental Factors in Career Planning	**Lesson Exemplar**	2

I. OBJECTIVES	
A. Content Standard	The learners value the importance of career planning based on the understanding of the different factors affecting the development of career competence.
B. Performance Standard	The learners design a career action plan aligned to their personal values, interests, skills, and workplace aspirations.
C. Learning Competencies	Discuss the importance of considering personal, social, and environmental factors in career planning
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	Almario, J. 2021. "Social Factors Influencing Senior High School Learners' Career Decisions in the Philippines." Philippine Journal of Guidance and Counseling 12 (2): 45–60. Department of Education (DepEd). 2016. Curriculum Guide: Career Guidance Program Grade 11–Module1. Pasig City: Department of Education. Department of Environment and Natural Resources (DENR). 2023. Emerging Environmental Careers in the Philippines. Accessed [add access date]. https://denr.gov.ph Department of Labor and Employment (DOLE). 2022. JobsFit 2022 Labor Market Information Report. https://ble.dole.gov.ph/wp-content/uploads/2022/06/JobsFit-2022-Labor-Market-Information- Report.pdf International Labour Organization. n.d. "Working From Home." Accessed [add access date]. https://webapps.ilo.org/digitalguides/en-GB/story/working-from-home#introduction Lent, Robert W., Steven D. Brown, and Gail Hackett. 2002. "Social Cognitive Career Theory." In Career Choice and Development, 4th ed. https://marcr.net/marcr-for-career-professionals/career-theory/career- theories-and-theorists/social-cognitive-career-theory-scct Salami, Samuel O., Chidimma C. Ukoha, and Adeoye A. Adeoye. 2016. "Career Development in Context: Influence of Educational Environment, Technology, and Economic Conditions." Journal of Career Studies 34 (3): 201–215. https://doi.org/10.1177/0894845315622899
III. CONTENT *(Sequencing Content)*	I. Understanding Factors Affecting Career Planning A. Influences (e.g., economic considerations, parent's decision, in-demand careers, jobs of the future, technological forces, etc.) B. Opportunities (e.g., scholarships, employment, etc.)
IV. OBJECTIVES	Discuss the importance of considering social and environmental factors in career planning

(Setting Clear Objectives and Analyzing the Tasks)	a. Identify social influences (family, peers, community culture) that affect career decisions. b. Discuss how these social influences contribute or limit career options. c. Identify environmental influences (job market, technological trends, jobs in the future culture, global issues, scholarships and employment opportunities) factors that influence career decisions. d. Discuss the importance of these opportunities in career planning. e. Organize information in a "Career Influence and Opportunity Table" showing how personal, social, and environmental factors connect to career paths.	
V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**Review:** What are your personal factors in career planning? (Skills, talents, passion, or academic standing). **Ed. Tech Integration** **Digital Career Picture Sort (5-10 minutes)** **Instructions:** The teacher prepares digital images of various careers (e.g., chef, teacher, doctor, engineer, IT specialist, farmer, call center agent, solar energy engineer, environmental planner, etc.). Divide the class into small groups. Show the images using slide deck and allow them to sort them accordingly. In-demand Today, In-Demand in the Future, and in demand today and then Allow groups to explain their reasoning briefly after sorting.     	*This part is mandatory to comply for the integration of educational technology across all learning area.*







In-demand Today	Demand in the Future	In demand today

Processing Questions:

1. Which careers did you place in the "in-demand today" group? Why?
2. Which ones did you consider "in-demand in the future"?
3. Which of the careers do you think are in demand in both the present and future?
4. Which of the following careers do you want to pursue? What influenced you in choosing it?

Activity- Option #1- Charades (PE integration) (5-10 minutes)

Instructions: We will play a game called Career Charades! Each of you will get a chance to act out a career without speaking or using any props. Your classmates will guess what career it is. Let's see how well you can express your ideas and observe clues! Divide the class into 2 or 3 teams. Each team takes turns sending one volunteer to act out a career.

The teacher prepares rolled papers with career names.

A volunteer picks one rolled paper from the container — without showing it to others. The volunteer has 30 seconds to act out the career silently and without props.

The rest of the class or their team guesses the career. First correct guess earns 1 point for the team.

Continue until several careers have been acted out (around 10–15 rounds).

	Processing Questions: 1. Which of those careers match your own skills, talents, or interests? 2. Is there any career that you want to pursue from the presentation? If yes, what is it? If none, what career path would you want to pursue? 3. What do you think influenced your career choice? Is it family, peers, opportunities, environment, or passion? ***Activity option #2: Career Whispers*** Instructions: Today, we'll start with a short activity called Career Whispers. Reflect on how our career dreams are often shaped — not just by what we want, but also by the people, experiences, and opportunities around us." Sit comfortably. Take a deep breath, relax, and get ready to imagine." (If possible, play soft instrumental music for a reflective atmosphere.) Visualization (1 minute) Picture where you are working, who you are with, and what you're doing. Now think about this: Who or what helped you imagine that dream? Was it a person — like your parents, a teacher, or a friend? Maybe you were inspired by a video, a story, a community, or a scholarship opportunity?" (Pause for about 10 seconds of silence to let learners visualize.) **Sharing (2–3 minutes)** You may now open your eyes. Who would like to share your dream job and the influence that helped you imagine it?" Allow 3–5 volunteers to share briefly. Possible learner answers: (sample) My mom told me to be a nurse because she works in a hospital. I follow a YouTuber who became a successful vlogger. I saw an ad about scholarships abroad, and it inspired me. The teacher may write keywords on the board: (Family, Friends, Teacher, Media,Opportunity, Trend,Community Culture, Technology) **Processing Questions:** 1. What did you imagine when you thought about your dream career?	*The teacher will facilitate the class by choosing activities from the given options of activities suitable to the needs and skills of learners. (Please consider including activity with the influence and opportunities) The options are allowing learners to practice the idea of exploration, engagement and ideation in the IDF.*

	2. Who or what influenced that dream the most? (Family, friends, media, community, opportunities, etc.) 3. How do the people around you (parents, teachers, or friends) shape the way you think about your future career? ***Activity- Option #3– Squat & Jump Drill (PE Integration)- (5-10 minutes)*** Instructions: The teacher prepares and reads a statement. Learners jump if they think it's an influence, squat if it's an opportunity. **Example:** (The teacher may add more relevant situation) 1. Free TESDA NCII program → squat (opportunity) 2. Parents want you to be an engineer → jump (influence) 3. DOST Scholarship for higher education- squat (opportunity) 4. Friends encourage you to start a business- jump (influence) 5. Scholarship in the Department of Education- squat (opportunity) 6. The Barangay captain advises you to study social work to help the needs of the community-jump (influence) 7. Watching a vlogger with your dream job- jump (influence) 8. A new company opening in your town- squat (opportunity) 9. A teacher inspiring you to pursue a subject- jump (influence) 10. Availability of training centers nearby- squat (opportunity) **Processing Questions:** 1. What were some examples of influences and opportunities mentioned in the activity? 2. How can you tell the difference between an influence and an opportunity? 3. Which do you think shapes your future career more — the influences around you or the opportunities you find? Why? **2. Establishing the Purpose of the Lesson** ***Activity option 1: Activity title: Career Tree*** Instructions: Each learner will be given an outline of a tree. On the trunk, they will write their desired career in the future. On the fruits, they will write the factors that influenced their decision (e.g., family, peers, community, social media, opportunities such as scholarships or in-demand jobs).	*The teacher will facilitate the class by choosing activities from the given options of activities suitable to the needs and skills of learners. The options are allowing learners to practice communicating, connecting, and collaborating their ideas.*

	Then, the teacher will pair them and see if there are the same factors written on their fruits. Pair (Partner -5 Sharing): Learners share with a partner: The career they are considering. At least two influences or opportunities that shaped that choice. Share (Class 5-10 minutes): The teacher will ask for volunteers to share their insights. The teacher writes the responses of learners on the board under categories: (Family, Peers, Community, Social Media, and Opportunities) **Processing Questions:** 1. What patterns did we notice in the influences mentioned? 2. Did most learners mention family expectations, peers, or opportunities? Why do you think so? 3. How do these influences help us understand the importance of career planning? 4. What might happen if we are unaware of these influences when making decisions? ***Activity- Option #2: Every Word Counts (digital or manual) (10-15 minutes)*** Instructions: The teacher will begin by asking: "What comes to your mind when you hear the words 'influence' or 'opportunity' in career planning? The teacher will then write the word Influences on the left side of the board and Opportunities on the right side. The class will be divided into two groups: Group 1 will provide words or ideas related to influences in career planning, while Group 2 will share words or ideas related to opportunities in career planning. Group 1: Social and environmental influences as factors in career planning Group 2: Social and environmental opportunities as factors in career planning **Processing Questions:** 1. What are the common words observed in each factor?	

	2. What influences do you consider in your career planning? 3. What opportunities do you observe in your career community? 4. Based on the given words, how would you describe influences and opportunities in career planning? ***Activity Option # 3: Rumble to Ponder*** Instructions: The teacher will be posting words that are scrambled. Then the learners will rearrange the words to formulate the words the teacher is looking for. And then, after re-arranging, the learners will give any related word or an idea about the word they've created. **Words:** 1. UFEEINNLC - INFLUENCE 2. IURPOPTOTNY - OPPORTUNITY 3. RERCAE - CAREER 4. NNAGPNLI - PLANNING 5. IOSCAL – SOCIAL **Processing Questions:** 1. What are the words easy for you to identify with? 2. What influences do you consider in your career planning? 3. What opportunities do you observe in your career community?	
B. Instituting New Knowledge	**1. Presenting Examples** **Numeracy Integration** Provide learners with simple labor market statistics (e.g., DOLE JobsFit report: number of IT jobs vs. agriculture jobs). The task of the learners is to create a graph (line, bar, pie etc.) showing which careers are most in-demand today based on the statistics presented. **For the processing question:** 1. Which career field shows the highest demand, and what factors might explain this trend? 2. How can labor market data influence your career or educational choices? 3. What skills or qualifications are commonly needed in the most in-demand careers shown in the graph? 4. What does the data tell us about opportunities in your chosen career path?	*This part is mandatory to comply for the integration of numeracy across all learning area.*

	Activity: Option #1: Influence and Opportunity Line-Up (10-15 minutes) **Instructions:** The teacher will post labels in the corners/walls of the room (Family, Peers, Community, social media) [FIRST ROUND] For the second round of Opportunities, prepare signs: (Scholarships, Job Market Demand, Global Careers, Future Jobs). **Instructions:** The Teacher will say, Today, you will explore how different influences and opportunities shape your career decisions. You will move around the room based on what you feel has the greatest impact on your own career choice. Think about your dream career. Which of these influences affects your choice the most? Is it Family, Peers, Community, or social media? Then learners will move to the corner of their choice. The teacher will call on 2–3 volunteers from each group to share why they chose that influence. Round 2 – Opportunities (4-5 minutes): Think about your opportunities. Which of these do you think gives the biggest push for your career choice? Is it Scholarships, Job Market Demand, Global Careers, or Future demands?" Then learners move to their corner. The teacher will ask 2–3 volunteers per group to share. **Processing Questions:** 1. Why did you choose this influence/opportunity as the most important for you? 2. What patterns do you notice about where most of your classmates stood? 3. Which influence/opportunity do you think will matter most 5–10 years from now? 4. How can being aware of these factors help you make better career decisions? ***Activity: Option #2: Influence-Move Me (10-15 minutes)*** A = Family B = Peers C = Job Market D = Culture The teacher will read different career situations. What influenced you to do something? (Family, Peers, the Job Market, or Culture). After the teacher reads each, learners move to the corner that represents their	

	answer. Be ready to explain their choice!" Call on volunteers to justify their choices. Sample Situations: (you can localize the situation) 1. Your parents encourage you to continue farming so you can inherit the family land. (A – Family) 2. Your classmates are excited about studying multimedia arts, and you feel enticed to take the same course. (B – Peers) 3. The government prioritizes scholarships for engineering since it's in demand nationwide. (C – Job Market) 4. The city you live in is known for fashion and creativity, which inspires you to become a Fashion Designer. (D – Culture) 5. You knew that data science and AI jobs are booming worldwide, so you considered pursuing them. (C – Job Market) 6. Your region is known for traditional weaving, inspiring you to start a handicraft business. (D – Culture) 7. Your parents want you to be a doctor, your peers encourage you to take Multimedia Arts, but the city job market shows strong demand for IT specialists. Which influence can affect you the most? Explain your answer **Processing Questions:** 1. Which influence appeared most often in your answers? Why? 2. How do rural, urban, local, and global contexts shape your career opportunities and decisions? 3. Which Senior High School exit point (employment, entrepreneurship, higher education, middle-level skills) connects best with your chosen path, and why? ***Activity: Option #3: Career Influence/Opportunity Match Up (10-15 minutes)*** **Materials:** (Printed or Written) Sets of Career Cards (examples: Teacher, Nurse, Farmer, IT Specialist, Chef, Call Center Agent, Entrepreneur, Engineer, Environmental Planner, E-commerce Specialist). For the sets of Influence/Opportunity Cards (examples: Family tradition, Peer encouragement, social media trend, Job market demand, Scholarship, Community need, Global career opportunities, Mentorship).	*The teacher will facilitate the class by choosing activities from the given options of activities suitable to the needs and skills of learners.* *The options are allowing learners to practice the idea of exploration, engagement and ideation in the IDF.*

	Preparation: The teacher will prepare two sets of cards: Career Cards - (each card with a job title + simple job description). Influence/Opportunity Cards (each card with one factor like Family tradition or Job market demand, etc.). Make enough sets for each group (5 learners per group). Write the careers and influences on cut-out pieces of cardboard or index cards. The Teacher will distribute one set of Career Cards and one set of Influence/Opportunity Cards to each group. **Instructions:** Each group will receive two sets of cards: career cards (like Teacher, Nurse, Farmer, IT Specialist) and influence/opportunity cards (like Family tradition, Global demand, Peer encouragement, Job market demand, social media trend, Scholarship, Community need)." Learners' task is to match each career with the influence or opportunity that fits best. For example: Farmer – community tradition, IT Specialist – high job demand (but skill is necessary for this job) The teacher moves around the room to guide groups and ask questions like: Why do you think this influence matches this career? Can you think of other possible matches, too? When finished, learners will write their final answer on Manila paper or arrange the cards on your desk so you can present them. Then the teacher will call on each group to share at least one match with the class and explain their reasoning. Allow a brief class discussion. For example: Group 2 matched Nurse with Global demand. Does anyone have a different match for Nurse?" Encourage multiple answers to show that many factors influence career choices. **Processing Questions:** "Which careers matched with more than one influence or opportunity?" "What does this tell us about how different factors affect different people?" "How can this help you prepare for your own career path?"	*The teacher will facilitate the class by choosing activities from the given options of activities suitable to the needs and skills of learners.* *The options are allowing learners to practice the idea of exploration, engagement and ideation in IDF.*

	2. Discussing New Concept **Literacy Integration** The teachers prepare short arguments (2–3 sentences) defending whether influences or opportunities matter more in career planning. Two groups will be in front composing of 5 members. The argument will be about what matters in choosing career, Influence and Opportunity. Builds persuasive communication and literacy skills. ***Activity: Option #1 Career Factors Talk Circle*** **Instructions:** The teacher will divide the class into 3 groups. Corner 1: Social Influences Corner 2: Environmental Influences Corner 3: Social & Environmental Opportunities Each corner has a host and secretary who stay, summarize past discussions, and record new ideas. Each group discusses the guide questions in their corner for 5 minutes. Everyone must share, listen, and respect others' views. Rotate: When time is up, move clockwise to the next corner. Then the host gives a short recap; the new group adds or reacts to previous ideas. Summarize: After visiting all corners, return to your original group. Share key learnings and prepare one final insight or takeaway to present to the class. Materials: 3 large sheets labeled: Corner 1 – Social Influences Corner 2 – Environmental Influences Corner 3 – Social & Environmental Opportunities Markers and manila paper Room Arrangement: Arrange chairs in small circles. Each group has one Host and Secretary (learner volunteer) to stay in place and summarize ideas for each rotation. **Corner 1 – Social Influences on Career Decisions Focus: Family, peers, and community culture** Guide Questions: 1. How do your family's expectations shape your career decisions? 2. Can peer pressure influence your career choice? In what ways?	

	3. How does your community or local culture support or discourage your career choice? 4. What challenges arise when social expectations differ from personal goals? **Corner 2 – Environmental Influences on Career Decisions** Focus: Job market, technology, global issues, scholarships, economic trends Guide Questions: 1. How do job trends or technological changes affect the kinds of jobs people want? 2. What global or national events (pandemic, climate issues, AI) change our career plans? 3. What roles do scholarships, government programs, or global opportunities play in shaping career decisions? 4. How can learners prepare for fast-changing work environments? **Corner 3 – Opportunities in Social and Environmental Contexts Focus: How social and environmental influences open or limit opportunities** Guide Questions: 1. What local or global opportunities are available to learners in your community (e.g., TESDA, DOST, youth programs, online work)? 2. How do family, peers, and environment help you discover or access these opportunities? 3. What can limit a learner from taking these opportunities (finances, information, fear, etc.)? 4. What can we do, as learners, to become more career-ready and adaptive to change? **Processing Questions:** 1. Which social or environmental factor has a greater impact on your own career plans? Defend your answer. 2. When can family or community influence be helpful? When can it become limiting? 3. Do you think learners should prioritize passion or practicality in choosing a career? Why?	*This part is mandatory to comply for the integration of literacy across all learning area.* *The teacher will facilitate the class by choosing activities from the given options of activities suitable to the needs and skills of learners.* *The options are allowing learners to practice the idea of communication,*

	How can you tell if an opportunity is truly beneficial or just a distraction? 4. Which environmental factor is hardest to control, and how can learners respond to it wisely? **A. Social Influences** Family Expectations Families may influence career choices through values, traditions, and practical concerns (e.g., stability, financial security). Peer Pressure Friends can encourage or discourage certain career paths. Learners sometimes may follow peers into courses or jobs without personally recognizing their values and interests. Community Norms Community values and local economic practices may affect career choices. Lent, R. W., Brown, S. D., & Hackett, G. (2002). Social cognitive career theory. In Career choice and development (4th ed.). https://marcr.net/marcr-for-career- professionals/career-theory/career-theories-and-theorists/social-cognitive-career- theory-scct School Influence Teachers, guidance counselors, and school activities may provide exposure to different careers and form learner aspirations. **B. Environmental Influences Job Market Demand** - the availability of jobs in specific industries. Careers with high demand (e.g.,healthcare, IT) attract more learners. Technology and AI The effect of Automation and artificial intelligence to create new jobs (e.g., data analyst, AI engineer) while replacing some traditional ones. https://www.weforum.org/podcasts/radio-davos/episodes/future-of-jobs-2023/?_gl=1%2A1foly0n%2A_up%2AMQ..%2A_gs%2AMQ..&gbraid=0AAAAAoVy5F6Ai15JX3UW2Ya1UnscIAKPu&gclid=EAIaIQobChMItanimob5jwMVsBF7Bx3D2hU VEAAYASAAEgKdqfD_BwE Culture	*Collaboration, and Critical Thinking in IDF.*

	Traditions, beliefs, and values influence what careers are socially accepted or respected. Globalization The integration of economies and societies means careers are no longer limited to local opportunities. It creates global competition and collaboration. Future Jobs Jobs that may not exist yet but are expected to emerge due to technological and societal changes (e.g., renewable energy engineers, climate analysts). Global Issues (e.g., Climate Change, Migration) The challenges like environmental crises, disaster, and human migration may influence career demand (e.g., disaster risk management, environmental science, humanitarian work). **C. Social Opportunities** Scholarships There are financial assistance programs (local, national, global) that make education more accessible, helping learners pursue their desired careers. Mentorship The guidance and support from experienced professionals or experts who provide advice, role modeling, and networking opportunities. Support Systems The emotional and social help from family, friends, or organizations that encourage career persistence. School Partnerships The collaborations between schools and industries that expose learners to real- world experiences (e.g., internships, work immersions). **D. Environmental Opportunities Growing Industries** There are sectors experiencing rapid expansion (e.g., healthcare, IT, business process outsourcing, renewable energy). DOLE Philippines (2022). Jobs Fit 2022 Labor Market Information Report. https://ble.dole.gov.ph/wp-content/uploads/2022/06/JobsFit-2022-Labor- Market-Information-Report.pdf Overseas Demand	

	The high need for Filipino workers abroad in sectors such as healthcare, construction, and caregiving, etc. Remote Work There are technology-driven work arrangements that allow people to work from home or anywhere (e.g., online freelancing, virtual assistance). https://webapps.ilo.org/digitalguides/en-GB/story/working-from- home#introduction Agri-Tech Advanced technology-based innovations in agriculture (e.g., smart farming, drone- assisted planting), opening career paths for youth in rural areas. FAO (2021). Digital Agriculture Transformation. https://www.fao.org/family- farming/detail/en/c/1506686/ Renewable Energy The growing opportunities in solar, wind, and other sustainable energy sectors as countries move away from fossil fuels. https://www.connaissancedesenergies.org/sites/connaissancedesenergies.org/file s/pdf-pt-vue/IRENA_World_Energy_Transitions_Outlook_2021_1.pdf ***Activity: Option # 2: Group Differentiated Activity (25-30 minutes)*** **Instructions:** The teacher will divide the class into four groups. Each group will be given a task card of their respective topics, the presentation instructions, and the rubric. Group 1: Social Influences (Role Play) ● Present a short role play showing how family expectations, peer pressure, community norms, or school influence affect a learner's career choice. ● Show both the positive and negative effects of these influences. ● Show the importance of making wise career decisions. **Processing Questions:** 1. How did family, peers, school, or community influence the characters' choices in the role play? 2. Can you identify examples of both positive and negative influences? 3. How can learners handle peer pressure or family expectations in real life?	

	Group 2: Environmental Influences (Game Show) ● Design a fun mini game show where group members ask and answer questions about job market demand, technology, globalization, and global issues (e.g., climate change, migration). ● Highlights how these factors influence future career opportunities. ● Keep it interactive—audience participation is encouraged. **Processing Questions:** 1. Which environmental factor (technology, globalization, job market, etc.) seems most important for future careers? Why? 2. How can learners prepare for changes in the job market? 3. What role do global issues, like climate change or migration, play in career planning? Group 3: Social Opportunities (Interview) ● Present a mock interview between a "learner" and a "career counselor/scholarship provider/mentor." ● The interview should highlight opportunities such as scholarships, mentorship, support systems, and partnerships. ● The conversation should show how these opportunities guide a learner toward success. **Processing Questions:** 1. Which social opportunity (scholarship, mentorship, support system, partnership) is most helpful for learners? Why? 2. How can you find or create these opportunities in your own life? Group 4: Environmental Opportunities (News Reporting) ● Perform a news report or documentary-style presentation about growing industries, overseas demand, remote work, Agri-tech, renewable energy, and business opportunities. ● Include a "field reporter" segment where one member interviews someone about skills training or opportunities in the future workforce. ● Deliver it as if presenting on TV or radio. **Processing Questions:** 1. Which emerging industry or opportunity seems most promising? Why? 2. How can learners gain the skills needed for these opportunities?	

3. What can you do to take advantage of trends like remote work, renewable energy, or overseas demand? (See attach file rubric)

Activity: Option # 3: Mini Discussion of the Influences and Opportunities with examples:

Instructions: The teacher will present the table to the class to help learners have a deeper understanding of the lesson.

SOCIAL FACTORS	**Examples**	**SOCIAL OPPORTUNITIES**	**Examples**
Family Expectations	Parents encourage "stable" careers (nursing, teaching, engineering) due to overseas demand.	**Family Support**	Parents may provide financial assistance, mentoring, or networks to help pursue a chosen course.
Friends/Classmates	Friends influence course/track choice (e.g., STEM/ ABM/ TecVoc because of barkada).	**Peer Collaboration**	Study groups, peer mentoring, and sharing of scholarship/job information.
Cultural Norms & Values	Many Filipinos values "prestigious", careers like medicine or law.	**Community Recognition & Role Models**	Local success stories (teachers, nurses, OFWs, entrepreneurs) inspire career paths.
Community & Role Models	Influences from teachers, alumni, or leaders in the barangay.	**Community Programs**	Barangay youth councils, NGOs, or church programs offering training, internships, or scholarships.
ENVIRONMENT	**Examples**	**ENVIRONMEN**	**Examples**

A L FACTORS		**TAL OPPORTUNITIES**		
Economic Conditions	Job demand shifts (healthcare and logistics during and after COVID-19 or during other health crisis).	**Scholarships and Financial Aid**	CHED, TESDA, LGU scholarships, and private foundations.	
Job Market / Labor Demand	DOLE reports "in- demand" jobs in IT- BPM, construction, healthcare, and renewable energy.	**Employment Opportunities**	Government projects, BPO companies, and growing green industries.	
Technology	More use of automation and AI is changing the nature of work; rise of freelancing platforms	Digital Careers	Online Freelancing, App Development, Content Creation	
Social Media Influence	Trends in vlogging, media influencer, career appeal to learners	Networking and Career Awareness	Access to career info, professional communities, online seminars and job postings	

Processing Questions:

1. What have you observed from the activity?
2. How do the presentations describe the influences and opportunities as factors in career planning?
3. Which of the influences and opportunities do you consider as important to you? Why?

3. Developing Mastery

The teacher will facilitate the class by choosing activities from the given options of activities suitable to the needs and skills of learners.
The options are allowing learners to practice the idea of critical thinking, creativity, collaboration, engagement, and ideation.

	Activity: Option 1- Situation Analysis (5-10 Minutes) Situation #1: An a's parents want her to take Nursing so she can work abroad. Her peers are applying for call center jobs. Ana loves art and wants to take Digital Media at University of t e Philippines. The job market in Metro Manila is flourishing for Call center agents and ITs, but AI threatens some secretarial jobs. Scholarships are available, but competition is tough. Questions for Analysis: 1. What social influences does Ana face? 2. What environmental influences affect her? 3. What social opportunities are open for Ana? 4. What environmental opportunities exist? 5. Which SHS exit best fits Ana? Situation #2: Jun's family owns a rice farm. His father expects him to continue farming. TESDA offers a free Agricultural training program. But Jun's teacher encourages him to pursue Agricultural Engineering in the State University. His classmates want him to start a rice buy-and-sell business. Guide Question for analysis: 1. What social influences does Jun face? 2. What environmental influences affect him? 3. What social opportunities are open for him? 4. What environmental opportunities exist? 5. Which SHS exit best fits Jun? ***Activity: Option #2- Individual Activity: Ranking (5-10 minutes)*** The teacher explains the purpose of the activity: To reflect on the factors (influences) affecting career decisions. To explore opportunities that can help achieve career goals. Instructions: Learners individually list 3-5 influences and 3-5 five opportunities for each category. Learners review their lists and rank the items in each category from most to least important. Encourage learners to think critically about which factors or opportunities matter most for their personal career goals. Learners reflect individually on their ranking.	*The teacher will facilitate the class by choosing activities from the given options of activities suitable to the need and skills of learners.*

FACTORS	ANSWER	RANKING	REFLECTION

		The options are allowing learners to practice the idea of analyzing, critical thinking, and evaluating.

Social Influence	1		
	2		
	3		
Environmental Influence	1		
	2		
	3		
Social Opportunity	1		
	2		
	3		
Environment Opportunity	1		
	2		
	3		

Processing questions:
1. Why did you rank this influence or opportunity highest?
2. How do these factors interact or affect your career planning?
3. Are there influences or opportunities you hadn't considered before?
4. Based on your ranking, what are important steps you can take this month to gain the social or environmental opportunity?

A. Demonstrating Knowledge and Skills	1**. Finding Practical Application** Activity Option#1: Career Influence and Opportunity Table Instructions: Give each learner a copy of the Career Influence and Opportunity Table (blank) The teacher will guide the learners to 1. Reflect on their skills, interests, and passions, and list how these links 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?	*The teacher will encourage the learners to create a Personal Career Influence and Opportunity table to analyze the factors that can be considered in Career planning.*

Factor	**My Skills / Interests / Passions**	**How It Affects My Career Decision**	**Possible Career Path / Field**	**SHS Exit Path**	**How I Can Adapt / Respond to Changes**

	/ Influences / Opportunities					
Personal	**Skill:** Communication and writing; **Passion:** Telling stories and helping others	Motivates me to pursue media or teaching careers	Journalist, Teacher, Guidance Counselor	Higher Education	Learn digital media skills to stay relevant; take free online writing courses	
Social	My parents support education-related careers; My friends are into vlogging	Encourages me to combine education and media	Educational Content Creator, Online Tutor	Entrepreneurship / Employment	Balance traditional teaching with online platforms; adjust to tech-based learning	
Environmental	Rise of online learning platforms and digital jobs; availability of	Opens opportunities for online tutoring and digital freelancing	Instructional Designer, Freelance Writer	Middle-Level Skills / Entrepreneurship	Take short TESDA courses or online certifications to stay employa	

	TESDA training				ble

Career Influence and Opportunity Table

Factor	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					

Processing Questions:

1. What are your top three personal factors (skills, interests, passions) that influence your career path?
2. Who or what around you most influences your decisions about your future career?

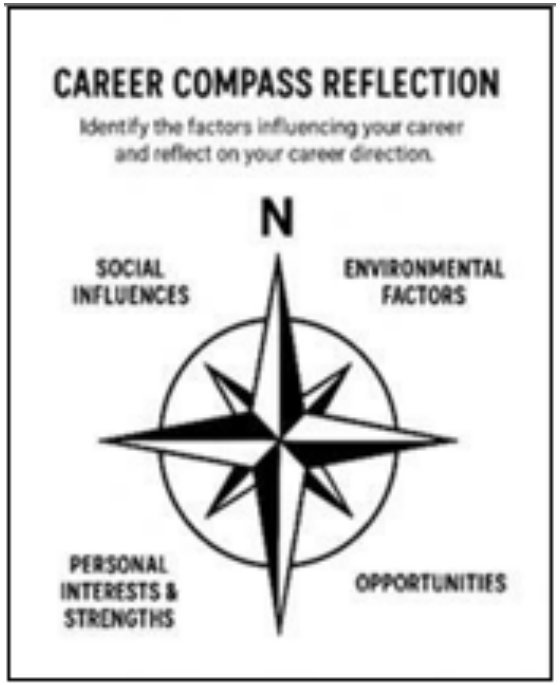
	3. How do social and environmental influences either help or limit your career opportunities? 4. In what ways can your skills and passions match the needs of your community or environment? 5. Which SHS exit path currently fits your career goals best, and why? 6. If one of your opportunities suddenly changes (e.g., loss of scholarship, job trend shifts), how will you adapt your plan? (See attached Rubric for this activity) ***Activity: Option#2: Career Influence and Opportunity Infographic*** **Instructions:** The teacher will guide the learners on how to do the infographic using the ideas below. Guide the learner on these: 1. Think about your future career goal. 2. Choose a job or profession you dream of pursuing. 3. Reflect on what influences your career choice. 4. Consider the following categories: a. Personal Factors: Your skills, interests, and passions. b. Social Influences: People who guide or affect your decision (family, friends, teachers, community). c. Environmental Influences: Opportunities around you (job market trends, scholarships, technologies, future jobs). d. Gather opportunities and challenges related to your chosen career. 5. Think about: a. What opportunities are available to help you reach your goal? b. What possible problems might you face — and how can you adapt or solve them? 6. Decide your SHS exit path. (Higher Education, Middle-level skills, Entrepreneurship, Employment) 7. Design your infographic. a. Use any layout (circle map, flowchart, or creative infographic). b. Include short phrases, icons, or arrows instead of long sentences. c. Make it colorful and organized — easy to understand at a glance. 8. Add an adaptability plan. - If my first career plan doesn't work out, what will I do to stay on track or adjust?	*The teacher will facilitate the class by choosing activities from the given options of activities suitable to the needs and skills of learners.* *The options are allowing learners to practice the idea of analysis, synthesis and engagement.*

	Processing Questions: 1. What personal skills, interests, and passions did you include in your infographic? 2. Which factor (personal, social, or environmental) has the greatest effect on your career path? Why? 3. How do the influences in your life help shape your sense of responsibility and decision-making about your future? 4. After completing your infographic, what did you realize about the importance of being adaptable and proactive in career planning? 5. How does understanding your influences and opportunities prepare you to face real-life challenges after Senior High School? (See attached rubric) 2. Making Generalization ***Activity: Option #1: Cabbage Relay (10-15 minutes) Materials:*** Paper cabbages (made from sheets of paper cut into leaf shapes or rolled to form layers) Markers or pens Tape or clip to attach leaves Instructions: Learners will form a circle. The teacher will pass the cabbage while playing the music. When the music stops, the person who is holding the cabbage will open the leaf and answer the question. Sample Questions: Leaf 1: How can social influences (family, peers, mentors) guide your choice of further studies? Leaf 2: What environmental factors (job market trends, technology) should you consider when planning higher education? Leaf 3: What opportunities (scholarships, academic workshops) help you prepare for higher education? Leaf 4: How do social influences affect your career readiness for employment? Leaf 5: Which environmental factors affect your chances of getting a job (community needs, industry demand)? Leaf 6: What opportunities (internships, on-the-job training) help you secure employment? Leaf 7: Which environmental factors (market gaps, resources, trends) affect your entrepreneurial opportunities?	

	Leaf 8: What opportunities (entrepreneurship programs, mentorship, funding) can help you start a business? Leaf 9: How do social influences affect your choice of technical or vocational careers? Leaf 10: What opportunities (skills training, certification programs, apprenticeships) help you gain middle-level skills? **Processing Questions:** 1. How do these social and environmental influences open or close opportunities in different contexts (local, national, global)? 2. How do opportunities connect to the four exits of SHS (employment, entrepreneurship, higher education, middle-level skills)? ***Activity: Option #2: Talking Stick (15-20 minutes)*** Instructions: The teacher will guide the learners to facilitate this activity. Materials Needed: ● Talking stick or any small object for turn-taking. ● Gadgets: laptops, tablets, or smartphones. (optional) ● Online tools: Google Docs, Google Slides, or Mentimeter. (optional) Procedure: ● The learners will form a group of 4–6 members. Select a leader to facilitate and a secretary to take notes on the ideas. ● Sit in a circle. ● Pass the talking stick clockwise. Each learner will share one key takeaway or reflection about influences or opportunities in career planning. ● While sharing, the secretary takes notes of the takeaway to the shared digital platform or on paper (Google Doc, mentimeter, etc.) ● Encourage learners to build on previous ideas and give examples from real life. ● Groups will synthesize the ideas into 3–5 main points. Sample Sharing: ● One social influence that affects my career planning is . ● A business I want to explore is ● A scholarship opportunity I plan to pursue is **Processing questions:** 1. Which influences are most important for career decisions?	

	2. Which opportunities can help achieve future goals? 3. How do influences and opportunities connect to the four exits of SHS (employment, entrepreneurship, higher education, middle-level skills)? 3. Evaluating Learning Activity – Option #1: Situational Analysis: Analyze, rank, graph (10-15 minutes) Instructions: The teacher will divide the class into two groups. Then, choose a leader and a secretary from each group. The leader from each group will pick which situation they are going to analyze, rank, and graph. ● Identify the different influences (Family, Peers, School, Job Market, Globalization, Personal Interest). ● Highlight the influences and opportunities in the situation. ● Rank the Influences ● Rank the six influences from strongest (1) to weakest (6) based on the case. Graph the Rankings Ana - Bar Graph Alvin-Pie Graph ● Write a Reflection ● Explain your reasoning in 3–5 sentences. ● Present the output in class Guiding Questions: 1. Whose influence is the strongest in this situation? 2. Which influence supports Ana or Alvin's personal dream the most? 3. How does the job market shape career decisions? 4. How does globalization open or limit opportunities? 5. What challenges do you see if Ana or Alvin followed their own interest instead of family or peers? Situation #1 - Ana Ana's parents want her to study Nursing, aiming for her to work abroad. Her peers are applying for call centers. Ana wants to pursue Digital Media at UP Diliman. The Job market reports show high demand for nurses abroad, and there is also growing demand for digital content creators in the Philippines. Then rank: Rank Ana's influences from strongest to weakest: Family, Peers, School, Job Market, Globalization, Personal Interest. Create a bar graph of the rankings Write a paragraph: If I were Ana, I would choose because .	

	Situation #2: Alvin Alvin comes from a fishing community where almost all men become fishermen. His family expects him to continue the tradition. His friends encourage him to partner with them on their buy-and-sell business. He is interested in studying criminology, but global job markets show demand for welders and seafarers. TESDA maritime training is available for free. Rank Alvin's influences from strongest to weakest: Family, Peers, School, Job Market, Globalization, Personal Interest. Create a pie graph of the rankings Write: If I were Alvin, I would . **Processing Questions:** 1. Which influence would you personally find hardest to resist — family, peers, or the job market? Why? 2. How do Ana's and Alvin's situations reflect the real struggles of Filipino learners? 3. How can learners balance personal interest with family expectations? 4. What strategies can you use to make a career decision that feels both practical and fulfilling? Activity- Option #2: My NEWS Career Compass (10-15 minutes) Instructions: The teacher will guide the learners in doing this activity. The teacher will ask the learners to draw a career compass with four points: Fill each point with notes and examples. Reflect: **N**= Social Influences (e.g., family, peers, mentors, community, culture) **E** = Personal Interests & Strengths (e. g. skills, talents, hobbies, values) **W**= Opportunities (e.g., scholarships, future jobs, training, community programs **S** = Environmental Factors (e.g., job market, technology, globalization, economy)	

	1. Upon looking at your compass, what steps should you take to move toward your career goal while balancing personal factors, influences, and opportunities? 2. What Senior High School exit are you considering in your career journey? 4. Additional Activities Activity: My Exit Ticket: (5-10 minutes) Instructions: The teacher will guide the learners in this activity. Learners write brief responses to these statements: 1. One thing I learned today that surprised me is . 2. Two influences or opportunities I need to consider in my career planning are 3. Three actions I will take to prepare for my future career are . Share the output to your seatmate Learners submit as an exit ticket or keep in a learning journal 	
VI. ASSESSMENT *(Assessing Learnings)*	**Post- Assessment: (this could be in paper and pen or sign language activity)** **Multiple Choice:** Read the questions carefully. Choose the letter of the correct answer. **(15 minutes)** 1. Which is an example of a social influence in career choice? A. Scholarship grant B. Online job posting **C. Peer encouragement** D. Government program 2. A free TESDA training in baking is an example of: A. Influence B. **Opportunity** C. Social pressure	

	D. Economic limitation 3. A scholarship foundation offers free tuition to SHS graduates who pursue nursing courses to serve in rural communities. Which of the following factors are observed? A. Social opportunity B. Cultural Influence C. Environmental influence **D. Environmental opportunity** 4. A learner wants to become a teacher because her peers admire teachers, and she wants to serve as a role model in the community. **A. Social influence** B. Social opportunity C. Environmental influence D. Environmental opportunity 5. A learner from a rural town is deciding whether to continue to college or take a TESDA course in welding. His family values staying close to home, but there are many opportunities for welders abroad. What is the strongest factor influencing his decision? A. Peers influence B. Family expectations C. Social-media influence **D. Global job market demand** 6. A SHS learner faces pressure from parents to choose medicine even though his interest is in environmental science. What critical thinking question should he ask to himself? A. What will my friends think? B. How many people in my town are doctors? C. Can I get respect from society if I choose environmental science? **D. Which path offers more benefits and opportunities locally and globally for environmental careers?** 7. During a career fair, a recruiter explains that AI will replace many clerical jobs, but cybersecurity careers will expand. A learner then decided to take up IT. Which type of influence guided the learner most? A. Social influence B. Cultural influence **C. Technological influence** D. Environmental influence 8. A learner from a coastal rural community sees potential in starting a small fish-drying business, supported by a government livelihood program. What factor is present in this situation?

	A. Globalization B. Opportunity C. Social influence **D. Environmental influence** 9. Juan is inspired by his peers to start an online business selling handmade crafts. He notices that e-commerce platforms like Shopee and Lazada are growing fast. Which combination of influences and opportunities led him to this decision? A. Family expectations and Employment **B. Peer influence and Entrepreneurship** C. Community values and Higher education D. Job market demand and Middle skills 10. Which statement reflects a balanced and informed career plan in the Philippine setting? A. I will follow whatever job is trending on TikTok. B. I will choose the most prestigious course my parents like. C. I won't think about what the future job market looks like; I will decide later. **D. I will assess my interests, look at which sectors are growing (tech, environmental, green energy), consider what skills I have or need, and explore opportunities (scholarships, remote work, local demand) before deciding.** **Activity Option #2: Letter to My Future Self (Reflective Writing)** Instructions: The teacher will guide the learners to write a letter for their future self. Write a short letter to your future self after 10 years (age _____) **Include the following:** 1. What career do you hope to have? 2. What personal, social, and environmental influences shaped your choice 3. What opportunities might you consider? 4. What challenges do you expect to face? 5. How do you plan to stay adaptable in a changing world? 6. What advice would you give your future self to become more successful? **Example opening:** "Dear Future, Me, Right now, I'm trying to figure out my career path. My parents' advice and my love for technology both influence my dream of becoming a software developer…" **Processing Questions:**

	1. What emotions did you feel while writing your letter to your future self? 2. Which people (family, friends, teachers, or community members) have the strongest influence on your career choices? 3. What current trends (technology, economy, global events) might shape your career opportunities in the future? If you were to read this letter 10 years from now, what do you hope your future self would say to you?
VII. REFLECTION *(Feedback and Continuous Improvement)*	For Teachers • My most effective teaching moment or approach in this lesson: • The most challenging experience in delivering this lesson: • Teaching strategy, activity, or approach will I continue doing and changing next time:
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used Co-Pilot to improve grammar in a way that it will be expressed in a formal and scholastic manner of writing. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

Rubric for Summary Presentation (Group Activity)

Criteria	5 – Excellent	3 – Good	2 – Needs Improvement
Understanding of Content	Shows a clear understanding of social and environmental influences and opportunities in career planning	Shows some understanding; a few points unclear	Shows limited understanding; many points missing or incorrect
Creativity & Presentation	Presentation is creative, engaging, and original	Presentation is somewhat creative and clear	Presentation lacks creativity or is unclear
Participation	All group members participate actively	Most members participate	Few members participate
Clarity & Organization	Ideas are clear, organized, and easy to follow	Ideas mostly clear and organized	Ideas unclear or poorly organized
Examples / Evidence	Provides relevant examples for all main points	Provides examples for some points	Provides few or no examples

Rubric on Career Influence and Opportunity Table

Criteria	10 – Excellent	8 – Proficient	6 – Developing	4 – Beginning
1. Completeness and Organization	All parts are complete, well-organized, and clearly connected to career and SHS path.	Mostly complete and organized; connections are mostly clear.	Some parts missing or unclear; weak connections.	Incomplete or disorganized; unclear understanding.
2. Understanding of Influences and Opportunities	Clearly explains how personal, social, and environmental factors affect career choice.	Explains most factors with some understanding.	Mentions factors but lacks clear explanation.	Little or no understanding shown.
3. Application to Career and SHS Exit Path	Clearly links factors to realistic careers and SHS exits.	Links most factors correctly; some mismatches.	Some unclear or incorrect links.	No clear connection between factors and paths.
4. Problem-Solving and Adaptability	Shows strong, realistic ways to adapt to challenges or changes.	Shows practical but simple strategies.	Gives limited or unclear strategies.	No clear plan to adapt or solve problems.
5. Creativity and Reflection	Very creative and insightful; presentation is engaging.	Clear and relevant; some creativity shown.	Some effort and creativity; lacks depth.	Minimal effort; lacks reflection or originality.

Rubric on Career Influence and Opportunity Infographic

Criteria	10 – Excellent	8 – Proficient	6 – Developing	4 – Beginning
1. Content and Completeness	Includes all parts: career goal, influences, opportunities, challenges, SHS exit path, and adaptability plan.	Includes most parts; minor details missing.	Some parts are missing or incomplete.	Lacks many parts or very minimal content.
2. Understanding of Influences	Clearly explains how personal, social, and environmental factors affect career choice.	Explains factors with some examples.	Mentions factors but lacks clear explanation.	Little or no understanding shown.
3. Opportunities and Challenges	Identifies realistic opportunities and challenges with good solutions.	Identifies some opportunities and challenges.	Mentions a few but lacks explanation.	Missing or unclear opportunities and challenges.
4. Adaptability Plan	Clear and realistic plan showing how to adjust if the first plan fails.	Plan is practical but lacks detail.	Plan is vague or incomplete.	No adaptability plan given.
5. Visual Design and Creativity	Very neat, colorful, and creative. Easy to read and visually appealing.	Neat and organized with some creativity.	Somewhat organized but plain or hard to read.	Disorganized, messy, or lacks effort.

Rubric for My NEWS Career Compass

Criteria	Excellent (5 pts)	Good (3 pts)	Fair (1 pt)
Content	All four compass points complete with clear notes	3 compass points complete	1–2 compass points complete or unclear
Reflection	Both guide questions answered with thoughtful responses	Questions answered but brief	Questions unanswered or unclear
Neatness & Effort	Work is neat, organized, and shows strong effort	Work is somewhat neat with average effort	Work is messy or incomplete

Rubric for Letter to the Future Self

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Identification of Influences	Accurately identifies all personal, social, & environmental factors	Identifies most factors clearly	Identifies some factors	Few or inaccurate factors
Analysis of Contribution or Limitations of Influences or opportunities	Clear explanation with examples	Clear explanation	Some explanation; lacks detail	Minimal or unclear
Adaptability / Problem-Solving	Proposes creative and realistic adaptive actions	Proposes mostly practical actions	Somewhat applicable solutions	Weak or none
Organization / Clarity	Well-organized and clear	Mostly organized	Somewhat disorganized	Disorganized
Reflection / Insight	Deep and personal reflection	Clear reflection	Basic reflection	Minimal reflection

Rubric for Differentiated Group Activity

Criteria	Excellent (5 pts)	Very Good 4 pts)	Satisfactory (3 pts)	Needs Improvement (2 pts)
Content	Information is accurate, complete, and strongly connected to the topic	Information is mostly accurate and clear; good connection	Some information is unclear or partly inaccurate	Information is inaccurate, incomplete, or off topic
Creativity & Engagement	Presentation is highly creative, original, and engaging	Shows creativity and holds attention at times	Limited creativity; somewhat engaging	Plain, unoriginal, and not engaging
Teamwork	All members participate actively and equally	Most members contribute; minor imbalance	Some members less active; uneven roles	Few members participate; weak teamwork
Organization & Clarity	Well-structured, clear, and easy to follow	Mostly organized and understandable	Some parts unclear or disorganized	Disorganized and hard to follow
Delivery	Confident, clear, and expressive; excellent use of voice and gestures; strong audience connection	Mostly clear and confident; some audience engagement	Hesitant delivery; little audience connection	Unclear, monotone, or hard to understand

Content/Topic	I. Understanding Workplace Considerations for Career Success A. Basic Rights of Employees	**Lesson Exemplar**	3

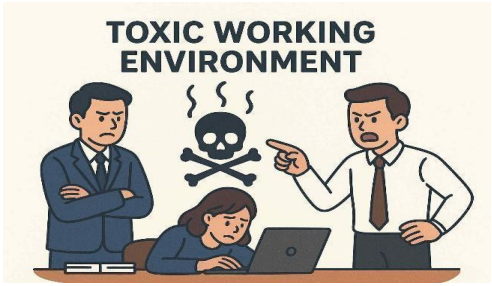
I. OBJECTIVES		
A. Content Standard	The learners value the importance of career planning based on the understanding of the different factors affecting the development of career competence.	
B. Performance Standard	The learners design a career action plan aligned to their personal values, interests, skills, and workplace aspirations.	
C. Learning Competencies	Analyze the importance of workplace considerations on career success	
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	Philippines. n.d. Book Three – Conditions of Employment. Presidential Decree No. 442, Labor Code of the Philippines. Accessed October 18, 2025. https://library.laborlaw.ph/p-d-442-labor-code-book-3/. Respicio & Co. n.d. "Employee Rights and Benefits Philippines." Accessed October 18, 2025. https://www.lawyer-philippines.com/articles/employee-rights-and-benefits-philippines. Pinaywise. 2024. "10 Rights of Employees in the Philippines Explained." Accessed October 18, 2025. https://pinaywise.com/philippines-facts/10-rights-of-employees-in-the-philippines-explained/.	
III. CONTENT *(Sequencing Content)*	I. Understanding Workplace Considerations for Career Success A. Basic Rights of Employees 1. Fair compensation 2. Non-discrimination 3. Rest and time off 4. Protection from exploitation	
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	At the end of the lesson, the learners are expected to: 1. Define workplace considerations and explain why they matter in career success; 2. Identify the basic rights of employees (fair compensation, non-discrimination, rest and time off, protection from exploitation); and 3. Relate these workplace considerations to personal values and career aspirations.	
V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	OPTION 1: Activity title: Future at Work: Imagine and Share	

	Instructions: Ask the learners to imagine themselves five years from now, already working in a company as an employee. Let them reflect on this question: "As an employee, what are the things you would expect from your employer?" Then, give the learners three minutes to think and write their answers on a ¼ sheet of paper. Afterwards, invite selected learners to share their responses in front of the class. OPTION 2: This exercise draws on the learners' goals and hopes for their future and therefore is well geared to their age group. It also authorizes engagement and confidence in work expectations. Activity Title: Career Clash Debate Instructions: Divide the class into two teams. Assign each team a stand on a workplace-related debate topic. Give each learner 1 minute to express his/her opinions/arguments. Let them present their arguments in a structured debate format (Opening Statement, Arguments, Rebuttal, Closing). Sample Debate Topics: 1. Which is better: working abroad or working in the Philippines? 2. Which is more important for career success: skills or attitude? 3. Which workplace setup is better: work-from-home or office-based? 4. Which matters more in career growth: networking or hard work? 5. Which employer is better: a small local business or a big multinational company?	*This activity connects learners' future career aspirations with real-world workplace expectations. By reflecting on what they would expect from an employer, learners develop self-awareness, career readiness, and confidence in expressing their ideas while actively engaging in discussions about the world of work.*

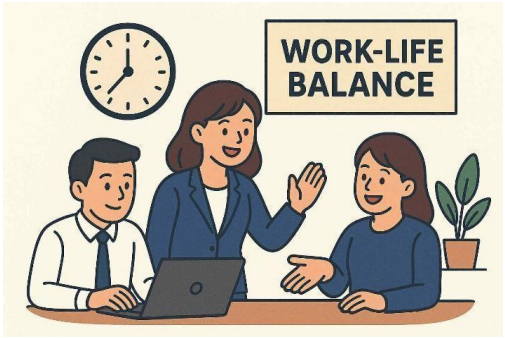
Criteria	4 - Excellent	3 - Proficient	2 - Developing	1 - Beginning
Content and Quality of Arguments	Arguments are highly relevant, logical, accurate, and supported with strong examples or evidence.	Arguments are relevant and logical with some supporting details.	Arguments are somewhat relevant but lack sufficient support or clarity.	Arguments are unclear, irrelevant, or unsupported.
Critical Thinking and Rebuttal	Effectively responds to opposing arguments with insightful and convincing rebuttals.	Responds to opposing arguments with reasonable rebuttals.	Rebuttals are limited or only partially address opposing arguments.	Unable to provide a meaningful rebuttal.
Organization and Structure	Clearly follows the debate format (Opening, Arguments, Rebuttal, Closing) with smooth transitions.	Follows the debate format with minor lapses in organization.	Some parts of the debate format are missing or unclear.	Debate lacks structure and organization.
Communication Skills	Speaks confidently, clearly, and persuasively; maintains appropriate volume and eye contact.	Speaks clearly with adequate confidence and volume.	Speaks with limited confidence; message is sometimes difficult to understand.	Speaks unclearly or hesitantly; difficult to understand.
Respect and	Demonstrates excellent	Shows respect and	Occasionally interrupts	Frequently interrupts

	Professionalism	respect for opposing views and follows debate etiquette at all times.	follows debate etiquette with minor lapses.	or shows limited respect for opposing views.	or demonstrates disrespectful behavior.	
B. Instituting New Knowledge	**1. Presenting Examples** **OPTION 1:** Activity title: Employee Rights Check Instructions: Give the learners different workplace scenarios. For each scenario, let the learners assess whether the basic rights of an employee are being upheld or violated. On a ¼ sheet of paper, ask the learners to write a ✓ (check mark) if the scenario is correct and respects employee rights, or an ✘ (cross mark) if it is wrong and violates employee rights. a. Jenny, an employee who always works overtime but does not receive any overtime pay.  					*This activity will enable learners to improve judgement in assessing possible good policies for employees. This may also improve learners' assessment skills.*

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 for they are working light with a good working environment where they can express themselves and be able to express their full potential.  Presentation: Ask the learners to get a partner and discuss the answers they have written in their ¼ sheet of paper. 2. Discussing New Concept Literacy Integration: Before the discussion, ask the learners to read selected excerpts from the Labor Code of the Philippines and identify important workplace rights mentioned in the text. Tell the learners to underline unfamiliar words such as “compensation,” “benefits,” “deductions,” and “discrimination,” then use context clues to determine their meanings. Tell the learners that this activity strengthens reading comprehension, vocabulary development, and critical analysis skills. To discuss the basic rights of a Filipino worker, cite the Basic Rights of Employee According to P.D. 442 Labor Code of the Philippines.	

	BASIC RIGHTS OF EMPLOYEES ACCORDING TO P.D. 442 LABOR CODE OF THE PHILIPPINES To safeguard Filipino workers' rights, encourage equity in the workplace, and guarantee social justice between employers and employees, the Philippine Labor Code (P.D. 442) was established. It promotes positive working relationships between companies and employees while establishing clear guidelines for working hours, pay, benefits, and job security. Its primary objective is to strike a balance between business expansion and worker welfare to maintain industrial harmony and productivity. 1. Normal Hours of Work ● Employees should normally work 8 hours a day. Work beyond 8 hours is considered overtime, which must be paid extra. ● *This ensures that workers are not overworked and are paid fairly for extra effort.* 2. Overtime Work ● If an employee works more than 8 hours a day, he should receive at least 25% more pay than his regular hourly rate for the overtime hours worked. For example, an employee earning ₱760 per day has a regular hourly rate of ₱95. With a 25% increase (₱23.75), the overtime rate becomes ₱118.75 per hour. ● If overtime work is performed on a holiday or rest day, the employee should receive at least 30% more than their regular hourly rate. For example, an employee earning ₱760 per day has a regular hourly rate of ₱95. With a 30% increase (₱28.50), the overtime rate becomes ₱123.50 per hour. ● *This motivates employers to respect working hours and compensates employees fairly when they need to extend their work.*	*The following are general private-sector labor standards. Their application may vary depending on the employee's classification, sector, workplace arrangement, and statutory exclusions. Government personnel are generally covered by civil service laws and rules.* *These examples illustrate basic rates for covered private-sector employees. Actual computation may differ depending on whether the day is a regular holiday, special day, scheduled rest day, or a combination of these. Applicable wage orders, employment contracts, collective bargaining agreements, and statutory exclusions should also be considered.*

	3. Night Shift Differential • Employees working between 10:00 PM and 6:00 AM must receive additional night shift pay of at least 10% of their regular hourly rate. For example, an employee earning ₱760 per day has a regular hourly rate of ₱95. With a 10% increase (₱9.50), the night shift rate becomes ₱104.50 per hour. • *Night workers deserve added compensation since they work during difficult hours.* 4. Rest Day • Workers must have at least one day of rest every week. • Employers should respect the employee's religious beliefs when setting rest days. • *Rest days allow workers to recover and spend time with their families.* 5. Holidays • Employees are entitled to pay on regular holidays even if they don't work. • If they work during a holiday, they get double pay. • *This protects workers' right to rest during national holidays and rewards them if they work.* 6. Service Incentive Leave • Workers who have served for at least 1 year get 5 days of paid leave per year. • *This gives employees a chance to rest or attend to personal matters without losing income.* 7. Women and Minors • The law gives special protection for women and minors in employment. • For example, children below 15 are not allowed to work, except in family businesses under safe conditions. • *This ensures that women and young workers are treated fairly and protected from abuse*	

	8. Wages • Wages must be paid in legal tender (Philippine pesos), not in products or promises. • Employers must give pays lips showing details of salary and deductions. • *This guarantees fairness and transparency in pay.* 9. Payment of Wages • Salaries should be paid at least once every two weeks or twice a month. • Payment should be given directly to the worker at or near the workplace. • *This ensures employees receive their earnings regularly and conveniently.* 10. Prohibition of Deductions • Employers cannot make deductions from wages unless allowed by law (e.g., taxes, SSS, Pag-IBIG, PhilHealth contributions). • *This prevents unfair wage cuts and protects employees' income.* 11. Benefits for Special Groups • Special laws give additional rights to women (e.g., maternity leave), minors, and persons with disabilities. • *This recognizes that some groups need more protection in the workplace.* Book Three of the Labor Code makes sure employees have fair working hours, proper pay, rest days, holidays, leave benefits, and protection against abuse. It also ensures that wages are paid correctly and on time. 3. Developing Mastery "Career Vision Presentation" Instruction: Let the learners form a group with 10 members each.	

Ask the learners to portray a company and showcase the rights of employees. Give each group 5 minutes for brainstorming and 3 minutes to present.

The presentation will be guided using the rubric below:

Rubric for Role-Playing: Assessing the Rights of Employees
Time Limit: 3 minutes

Criteria	**Excellent (4 pts)**	**Proficient (3 pts)**	**Developing (2 pts)**	**Beginning (1 pt.)**
Content Accuracy (Knowledge of Employee Rights)	Shows accurate and complete understanding of employee rights; all points are correct and well-explained.	Mostly accurate; minor errors but shows clear understanding of employee rights.	Some correct information, but with noticeable errors or missing key points.	Information mostly inaccurate or lacks understanding of employe e rights.
Creativity & Presentation (Role-play delivery)	Role-play is original, engaging, and realistic; captures audience attention	Presentation is clear and somewhat creative; role-play reflects employee	Shows little creativity; role-play is partly confusing or less engaging;	Very little creativity; unclear or disorganized;

			while clearly				
		Teamwork & Participation	All members actively participate with balanced contributions; smooth coordination.	Most members participate; good coordination with minor imbalance.	Unequal participation; some members dominate while others have little involvement.	Very minimal participation; poor coordination and teamwork.	
		Time Management	The presentation stays within 3 minutes and delivers a complete message.	Slightly over/under 3 minutes but the message is still clear.	Noticeably over/under time; parts of the message are missing.	Did not follow the time limit; incomplete presentation.	
		Clarity & Communication	Lines are spoken clearly with confidence, proper volume, and expression; the audience easily understands.	Generally clear and understandable; some lapses in confidence or delivery.	Sometimes unclear; the audience has difficulty understanding parts of the role-play.	Very unclear; mumbling monotone, or poor delivery prevents understanding.	

	Option 3: “My Most Suitable Workplace” Which Workplace Fits You? Let the learners compare different workplace settings (e.g., work-from-home, abroad, office-based, or school-based work) and discuss which one they prefer. In small groups, they will identify and justify the workplace considerations that matter most for career success. Each group will then present a summary of their discussion to the class and explain the reasons behind their preferred workplace setting. Option 4: My Ideal workplace In this activity, let the learners visualize and illustrate their own ideal workplace. Using a short drawing activity, let them create an image of what their dream work-environment looks like. After completing their drawings, ask the learners to present and explain their work to the class. Let them discuss the following points: 1. What makes their chosen workplace “ideal” for them, and 2. How it differs from other existing workplaces today. Let them identify the specific factors (e.g., environment, people, flexibility, culture, opportunities) that contribute to making their workplace a place where they believe they can succeed. 3. What makes their chosen workplace “ideal” for them, and 4. How it differs from other existing workplaces today. What specific factors (e.g., environment, people, flexibility, culture, opportunities) contribute to making their workplace a place where they believe they can succeed.	

Criteria	4 - Excellent	3 - Proficient	2 - Developing	1 - Beginning
Creativity and Visual Representation	Drawing is highly creative, detailed, and effectively represents an ideal workplace.	Drawing is creative and adequately represents an ideal workplace.	Drawing shows some creativity but lacks detail or clarity.	Drawing is incomplete or does not clearly represent an ideal workplace.
Explanation of Ideal Workplace	Clearly explains why the workplace is ideal and provides insightful reasons supported by relevant examples.	Explains why the workplace is ideal with adequate supporting details.	Provides limited explanation with few supporting details.	Explanation is unclear or lacks relevance.
Analysis and Comparison	Thoroughly compares the ideal workplace with existing workplaces and identifies meaningful differences.	Compares the ideal workplace with existing workplaces and identifies some differences.	Makes limited comparisons with minimal explanation.	Does not make a clear comparison.
Identification of Success Factors	Clearly identifies and explains multiple workplace factors (e.g., environment, people,	Identifies and explains several workplace factors that contribute to success.	Identifies some workplace factors but explanations are limited.	Identifies few or no workplace factors.

		flexibility, culture, opportunities) that contribute to success.				
	Presentation Skills	Speaks confidently, clearly, and engages the audience; ideas are well-organized.	Speaks clearly and presents ideas in an organized manner.	Presentation is somewhat clear but lacks confidence or organization.	Presentation is difficult to understand or lacks preparation.	
C. Demonstrating Knowledge and Skills	1. Finding Practical Application "POLICY EVALUATION" Instruction: Ask the learners to look for an interview online and assess the different policies made by various companies in the Philippines. Let them write their answers on a single sheet of yellow paper. Ask the learners to research company policies using official company websites or online interviews. Let them present their findings through digital platforms such as Canva, Google Slides, PowerPoint, or on a single sheet of yellow paper (if technology isn't available in certain schools/region). Allow the learners to also submit outputs through Google Classroom or other learning management systems. Inform them that this activity develops digital literacy, research skills, and responsible use of educational technology. 2. Making Generalization "REFLECTION"					*This activity helps learners connect what they learn in class to real-world practices. By assessing company policies in the Philippines, they gain hands-on experience in how rules and guidelines affect workplace dynamics. This strengthens their critical thinking and evaluation skills, which are important for future careers.*

Instruction: Ask the learners to do a reflection of the different policies in the Philippines. Let them write a policy and explain why it is a good policy or not. Let them present their answers in front of the class.

3. Evaluating Learning

"POLICY MAKING"
Instruction: Ask the learners to imagine that they will open a company. Let them write about company policy for their employees. Tell them that the policy should be in accordance with the Labor Code of the Philippines. Tell them to write their answers on a sheet of yellow paper. To make it more challenging, ask each group to present their policy in front of the class so the teacher can choose the group who presented the best company policy.

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	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.

Through reflection, learners go beyond memorizing and start forming their own opinions about policies. This process enhances their ability to generalize concepts, distinguish between good and poor policies, and express their views with reasoning. It develops decision-making and analytical skills, which are essential for life and career readiness.

This stage offers a chance for real performance. By writing about their own company policy in accordance with the Labor Code, learners apply their knowledge creatively and responsibly. This task builds problem-solving, communication, and leadership skills, getting them ready for real-world roles that require policy creation and ethical decision-making.

	issues effectively .				
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	Group presents confidently, clearly explains all policy provisions, and answers questions effectively .	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.	

4. Additional Activities

Instruction: Ask the learners to look for a company online and download its company's policy and make suggestions for the improvement of the company's policy for their futures employees.

VI. ASSESSMENT *(Assessing Learnings)*	Quiz: Rights at Work: Match and Learn

	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. Column A – Employee Rights / Situations 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 for 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 deducts 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 Option 2: "Reflecting on Workplace Values and Rights" Instructions: The learners will be asked to watch the video carefully https://www.youtube.com/watch?v=nbliAjENcQU Reflect and think of the main issue stated and the answer of Mr. Chel Diokno regarding the issue.

	Learners should write their opinions which should be aligned with their personal values and aspirations. Learners may also be guided by the following questions: 1. Do you agree or disagree with how the employer acted in the situation? 2. Do you agree with what Mr. Chel Diokno stated about the issue? 3. How do your personal values and career aspirations influence your point of view?
VII. REFLECTION *(Feedback and Continuous Improvement)*	● How did you structure and deliver the lesson? ● What teaching strategies or methods did you use? ● Did the lesson go according to your plan? Why or why not? ● How did learners respond to the activities? ● Which activities were most effective in promoting participation? ● How did learners demonstrate understanding during the lesson? ● What do the assessment results indicate about learners' understanding of the content? ● What worked well in this lesson and why? ● What challenges did you encounter, and how did you manage them?
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used ChatGPT in order to grammar checking, language refinement, and the development of assessment criteria and rubrics. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

Content/Topic	Responsibilities of Employers	**Lesson Exemplar**	4

I. OBJECTIVES	
A. Content Standard	The learners value the importance of career planning based on the understanding of the different factors affecting the development of career competence.
B. Performance Standard	The learners design a career action plan aligned to their personal values, interest, skills, and workplace aspirations.
C. Learning Competencies	Analyze the importance of workplace considerations on career success.
II. REFERENCES and MATERIALS	Coursera Enterprise. "Business Productivity: What It Is and How to Improve." Coursera Enterprise, 2024. Accessed June 10, 2026. https://www.coursera.org/enterprise/articles/business-productivity. LaborLaw.ph. "Discipline and Dismissal of Employees." LaborLaw.ph. Last modified 2025. Accessed [Month Day, 2025]. https://laborlaw.ph/discipline-and-dismissal-of-employees/. Rutgers University Human Resources. Employee Discipline: Information for Supervisors. Rutgers University. Accessed [Month Day, 2025]. https://uhr.rutgers.edu/employee-discipline-information-supervisors. Slack. "Top Strategies for Improving Business Productivity." Slack Blog. Last modified 2024. Accessed [Month Day, 2025]. https://slack.com/blog/collaboration/top-strategies-improving-business-productivity
III. CONTENT	**Responsibilities of Employers** 1. Setting job expectations and responsibilities 2. Ensuring workplace productivity 3. Implementing employee discipline 4. Observing occupational health and safety standards ● Ergonomics ● Disaster and emergency preparedness
IV. OBJECTIVES	At the end of the lesson, the learners are expected to: ● Analyze the roles of employers in establishing job expectations, promoting productivity, enforcing discipline, and ensuring occupational health and safety, and evaluate how these factors contribute to employee performance, professional growth, and long-term career success; ● Simulate workplace scenarios through role-play or group presentations to demonstrate practical application of workplace considerations; and ● Explain how safe, fair, and productive workplaces influence career success.

V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	1. Activating Prior Knowledge **OPTION 1: GUESS THE PICTURE (Think-Pair-Share)** Instructions: (Read the following instructions to the learners.) Look at the pictures of different workplaces, think about what you notice, discuss your ideas with a partner, and then be ready to share with the class.    Processing Questions: **ASK:** ● What do you notice about these workplaces? ● How do you think these conditions affect workers' success? ● Would you like to work in these offices? Why?	*Facilitate the activities based on the given options, using the most appropriate method specific to the context of the school. The teacher will also facilitate the processing of questions to establish meaningful feedback and interaction among learners. The activities provided are well aligned with set goals and content, with a focus on discussing the importance of mindfulness activities and fitness routines.* *The components of IDF incorporated in the activities are* ***ideational, responsive, relevant, and reflective*** *in nature. Context and concept provide opportunities for the learners to understand the ideas and relate to real life situations and be able to apply them*

	OPTION 2: EXPERIENCE MAPPING Instructions: 1. On the board, write the question: "What makes a workplace safe, fair, and productive?" 2. Let the learners contribute ideas through meta cards (e.g., rules, supervision, teamwork, safety tools) based on what they've observed from their parents' jobs, part-time work, or community experiences. 3. Organize the responses into categories (expectations, productivity, discipline, health/safety). 2. Establishing the Purpose of the Lesson **OPTION 1: CAREER CONNECTION PROMPT. (Read the prompt to the learners.)** **"Envision you are applying for your dream job. You search for the various classified ads, and you pick jobs that you will apply to. While searching for jobs, you also checked on safety rules and how they treat their employees."** Let the learners work in groups of 4–5 members and give them 10 minutes to discuss the topic. Give each group 2 minutes to share their insights through an oral group report or spokesperson presentation. As their expected output, let the groups present a short explanation consisting of 3–5 key points on why employers need to provide clear workplace rules, a safe working environment, and fair treatment. Let them also explain how these contribute to employee productivity, well-being, and career success. **OPTION 2: REAL-LIFE STORY REFLECTION** Read the instructions to the learners. Instruction: Based on what you know or have observed in real workplaces, suggest what makes a workplace safe, fair, and productive, and we will group your answers together on the board. Read the Story:	*in future challenges.* *Also, the activities designed emphasize* ***engagement,*** *allowing the learners the opportunities to share their insights via discussion with their assigned partner/group.* *This is* ***responsive*** *because learners would be able to express their own thoughts/views about their career in the future.* *With this activity, the teacher allows the learners to become more independent and reflective on their position in providing concrete answers to every task. Hence, engagement and exploration are given importance in the activity in which the learners are actively involved in the task centered learning process and encouraged to delve deeper into the content.*

	Maria was very excited when she got her first job in a small printing shop. At first, she worked hard and enjoyed learning new skills. However, she noticed that her employer did not provide safety equipment when using heavy printing machines. One day, her co-worker had a minor accident because of the lack of proper protective gloves. This made Maria realize how important workplace safety rules are—not only for the company's success but also for the workers' health and future careers. Processing Questions: **ASK:** ● What can we learn from Maria's experience about the importance of safety in the workplace? ● How can fairness and equal treatment among workers contribute to a positive work environment? ● In what ways can a safe and fair workplace lead to greater productivity and better performance for both employees and the company?	*The teacher shall consider the effective means to process the activity with the guided questions provided. The teacher shall also assist the learners to respond with the task.*
B. Instituting New Knowledge	**1. Presenting Examples** **OPTION 1: CASE STUDY SNAPSHOTS** Instruction: Let the learners read the scenarios below and answer the processing questions. Learners will identify important workplace terms found in the case studies such as "productivity," "workflow automation," "discipline," and "accountability." They will use context clues to explain the meaning of these terms and summarize each scenario in their own words. This activity strengthens reading comprehension, vocabulary development, and critical thinking skills. Scenario 1: Anna started working in a clothing shop, but her manager did not explain her specific duties. Sometimes she was asked to clean, other times to arrange stocks, and later to handle customers. She felt confused and made mistakes.	*This activity highlights the 4Cs instructional design, the **context,** and **connect.** The learners can perceive and understand the concept and relate the new learning to the existing knowledge.* *The task focuses on analyzing the different scenarios followed by the processing questions.* *The components of IDF incorporated in the*

	Processing Questions: **ASK**: What role of the employer was missing in this scenario? How could clear job expectations affect Anna's success at work? Scenario 2: A printing business owner decided to adopt workflow automation software. Instead of manually recording each client's order, employees used the system to track deadlines and payments. Work became faster, errors decreased, and customers were more satisfied. Processing Questions: **ASK:** ● How did technology improve the productivity of the workplace? ● If you were an employee in this business, how would this system make your job easier? Scenario 3: Mark, an employee in a delivery company, was always late. Instead of firing him immediately, his supervisor first talked to him, explained the problem, and gave him a chance to improve by adjusting his schedule. Mark improved and became more reliable. Processing Questions: **ASK:** ● What did the supervisor do to ensure discipline was fair? ● How can fair discipline benefit both the company and the worker? **OPTION 2: DATA TO STORY** Read the instructions to the learners. Instruction: Analyze the table below and answer the questions. Let the learners compute the numerical changes in the workplace indicators by comparing the "Before" and "After" data in the table. Let them calculate the increase or decrease in customer numbers, employee	*activities are responsive, relevant, and reflective. This activity is **responsive** as it addresses real workplace situations that senior high school learners may encounter. It is **relevant** because it connects classroom learning to actual job experiences, highlighting the importance of clear communication and defined roles. It is also **reflective**, encouraging learners to think critically about how job expectations influence work performance and personal growth.* *This activity prioritizes learner-centered learning and active engagement methods such as Experiential Learning and Inquiry-Based Learning are applied to activate their prior knowledge to the new knowledge.*

absences, and customer satisfaction rates using percentages or simple subtraction. This activity strengthens the learners numeracy, data interpretation, and analytical thinking skills.

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

Processing Questions:
ASK:
● 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?

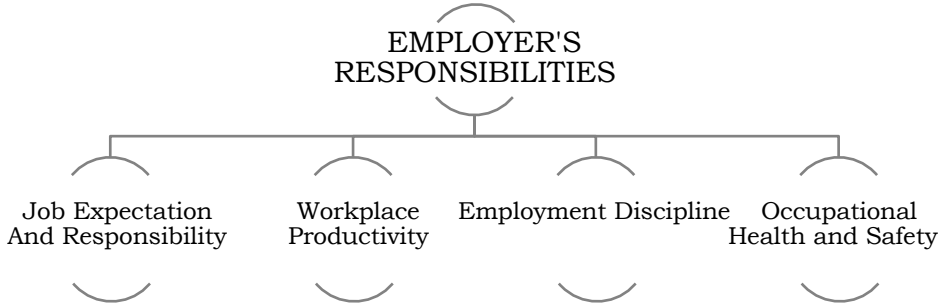
2. Discussing New Concept

OPTION 1: INTERACTIVE LECTURE
Instruction: Facilitate discussion on the meaning and importance of job expectations, productivity, workplace discipline, and occupational health and safety. Let the learners explore how workplace practices help employees perform their duties effectively and contribute to a positive work environment.

Processing Questions:
ASK:
● Why is it important for employers to clearly explain the duties and responsibilities of their employees?
● How can following workplace rules and safety practices help employees succeed in their jobs and protect their well-being?
● How does being productive and responsible benefit both employees and employers?

The teacher will facilitate the questioning process to encourage the learner's deeper thinking and reflection.

In this part, the learners will engage in a workplace case-analysis activity. Experiential and collaborative learning are emphasized as learners examine workplace scenarios, discuss employer responsibilities, and propose appropriate actions related to clear rules, safe working conditions, fair treatment, and career success.

	● Why is workplace discipline important in maintaining a respectful and efficient work environment? **OPTION 2: CONCEPT MAPPING** Instruction: Ask the learners to create a simple concept map showing the four employer responsibilities and examples of how each contributes to career success. Present the map to the class. (*Example below:)*  **Processing Questions:** **ASK:** ● Which employer responsibility do you think is the most important for employee success? Why? ● How are these four responsibilities connected to each other in creating a safe and productive workplace? **DISCUSSION**: **Group Activity:** Discuss and present the following concepts under Employer's Responsibilities and answer the processing questions. **Group 1:** Setting Job Expectations and Responsibilities 1. Define Major Job Duties Clearly ● Employers must establish a detailed job description that clearly delineates essential duties—those without which the job	*The teacher will conduct the activities based on the available options, selecting the most suitable approach according to the specific context of the school. Additionally, the teacher will guide the processing of reflection questions to encourage meaningful interaction and feedback among the learners. These activities are intentionally aligned with the set objectives and content, emphasizing the responsibilities of employers.* *The activities incorporate components of the IDF (Ideational and Reflective) framework, promoting both idea generation and personal reflection. Through relevant contexts and concepts, learners are given opportunities to grasp key ideas, connect them to real-life situations, and apply these insights to future experiences and challenges.*

	fails—versus secondary or peripheral tasks. ● A good roles & responsibilities template should include job title, day-to-day responsibilities, required qualifications, expected outcomes, and reporting lines. 2. Communicate Expectations Effectively ● Expectations should be communicated clearly, specifically, and consistently, using multiple channels: orientation, employee handbook, performance standards, and regular review. ● Employers ought to provide realistic job previews so that employees understand not only the positives but also challenges of the role—supporting mutual trust and reducing turnover. 3. Provide Support, Resources and Feedback ● To meet expectations, employers must supply adequate training, tools, materials, and access to necessary resources. ● Employers should offer regular feedback and recognition for performance achievements. 4. Build Role Clarity and Accountability ● Clarified roles reduce confusion, improve collaboration, and lower conflict in the workplace. Ambiguity or overlap leads to role conflict and lowered productivity ● Clear assignment of responsibilities, coupled with assigned leaders or front-line persons responsible for overseeing performance, promotes accountability. Why Good Expectation-Setting Matters ● Improves Productivity ● Supports Professional Growth ● Reduces Turnover ● Creates Fairness **Group 2: Ensuring Workplace Productivity**	

	● Productivity measures the efficiency of converting inputs into outputs. Inputs are any resources used, while output refers to the number of goods/services produced or economic performance over a given period. ● To calculate productivity over a specific time period, divide the average output by the total inputs that your business used to produce those outputs. Inputs may include the costs associated with production, such as materials or total employee labor hours. ● Key performance indicators leaders can use to track productivity include: ✓ Customer satisfaction score ✓ Employee turnover rate ✓ Labor utilization rate ● How to improve workplace productivity ✓ Use technology to your advantage ✓ Communicate effectively ✓ Encourage employee wellness ✓ Provide opportunities for learning and development ✓ Offer flexibility **Group 3: Implementing Employee Discipline** ▪ Disciplinary action is a management prerogative. Imposing penalties should be done in good faith. The penalty must be commensurate with the offense. ▪ Under the doctrine of management prerogative, every employer has the inherent right to regulate, according to his own discretion and judgment, all aspects of employment, including hiring, work assignments, working methods, the time, place, and manner of work, work supervision, transfer of employees, lay-off of workers, and discipline, dismissal, and recall of	

	employees. ▪ In general, management has the prerogative to discipline its employees and to impose appropriate penalties on erring workers pursuant to company rules and regulations. ▪ Disciplinary action against an erring employee is a management prerogative which, generally, is not subject to judicial interference. However, this policy can be justified only if legitimate business reasons dictate the disciplinary action and is not oppressive. ▪ Effects of non-compliance. Employees who violate such rules and regulations are liable for the penalties and sanctions so provided, e.g., the Company's Manual of Discipline (as in this case) and the Labor Code. ▪ Conduct of Investigation a. Management prerogative on how to conduct investigation b. Preparatory investigation not yet covered by the twin-notice rule c. Due process requirement ▪ Imposing penalties a. Good faith in imposing penalties b. Principle: Penalty must be commensurate with the offense c. Consider the length of service, number of infractions d. Dismissal as last resort e. Employer's prerogative whether to be strict or not **Group 4: Observing Occupational Health and Safety** ● Minimum OSH Programs such as, but not limited to the following shall be established:	

	a) Occupational Accident and Illness Prevention Program b) Medical Services Assistance and Rehabilitation Program c) Occupational Accident and Illness Surveillance Program d) Information and Education Campaign Program ● Promotion and practice of Health and Wellness in the workplace as provided in CSC Memorandum Circular No. 38, series of 199217; CSC MC No. 06, series of 199518; and CSC MC No. 21, series of 2009, shall be ensured. **Processing Question:** **ASK:** ● Do you think employees perform better when their job roles are clearly explained? Why or why not? ● Does integrating technology into workplace processes have the potential to enhance overall productivity? Give one example. ● Is it generally advisable to terminate an employee's contract outright for their initial workplace offenses or lapses? Why? ● Do you agree that a safe and healthy workplace contributes to career success? Explain briefly. 3. Developing Mastery **OPTION 1: JOB MATCH CHALLENGE** **READ the instructions to the learners.** Instruction: Match each job description with at least two employer responsibilities that are most essential to setting clear job expectations for that role. Write a short explanation (2–3 sentences) on why those responsibilities are important for that specific job. Share your answers with a partner or small group. Job Descriptions: 1. Teacher – Facilitates learning, prepares lessons, assesses	

	learners, and maintains classroom discipline. 2. Cashier – Handles money transactions, operates the cash register, and assists customers at checkout. *3.* Nurse – Provides patient care, administers medicines, monitors health conditions, and assists doctors. *4.* Construction Worker – Performs manual labor on building projects, follows safety protocols, and uses equipment/tools. *5.* IT Specialist – Manages computer systems, troubleshoots technical issues, ensures cybersecurity, and supports staff. *Employer Responsibilities:* a. Define Major Job Duties Clearly – Provide a detailed job description outlining essential and secondary tasks. b. Communicate Expectations Effectively – Share goals, performance standards, and rules consistently (orientation, handbook, meetings). c. Provide Support, Resources, and Feedback – Give training, tools, and materials needed; offer regular feedback and recognition. d. Build Role Clarity and Accountability – Ensure roles don't overlap, assign reporting lines, and hold employees accountable for tasks. e. Implement Fair Discipline – Apply clear, fair, and proportional penalties when rules are violated. f. Observe Occupational Health & Safety (OHS) – Provide safe workplace, safety equipment, health checks, and awareness training. Example (Sample Answer) ***Job: Construction Worker*** ***Employer Responsibilities:*** ● Define Major Job Duties Clearly ● Observe Occupational Health & Safety (OHS) Explanation: Construction work is dangerous and involves different tasks like carrying materials, operating equipment, and following building plans. Employers must give clear job duties and prioritize safety measures to prevent accidents. Processing Questions: **ASK:**	

	● Why is it important for employers to clearly define tasks and responsibilities for different job roles? ● How can unclear or missing expectations affect both the employee and the company? ● What ethical issues or concerns might arise when employers or employees fail to follow fair and responsible workplace practices? **OPTION 2: WORKPLACE DISCIPLINE ROLE-PLAY: FAIR OR UNFAIR?** Instruction: Divide the class into small groups. Provide each group with a short workplace scenario. Each group will create a short role-play (3–5 minutes) showing how the employer handles the situation. After presenting, the class will reflect on which version demonstrates good employer responsibility and why. Scenario 1: The Habitual Latecomer An employee, John, frequently arrives 20–30 minutes late to work. The employer, frustrated, immediately deducts half of John's salary for the month without giving prior warnings or hearing his side. Unfair Discipline: Salary deduction without due process, excessive penalty, no verbal/written warning. Fair Discipline: Employer talks to John privately, issues a verbal then written warning, reminds him of company policy, and offers flexible support Scenario 2 – Ignoring Safety Rules Maria, a factory worker, refuses to wear her safety helmet despite reminders. The employer suddenly fires her on the spot. Unfair Discipline: Dismissal without investigation or prior notice, no chance for explanation. Fair Discipline: Employer investigates, explains the importance of safety, gives a written warning, and requires Maria to attend a safety orientation. Dismissal is only considered if repeated violations occur. Scenario 3 – Mistake in Work Output	*In this part, the learners will perform the life situations and will collaborate with the group to accomplish the assigned task.* ***Experiential and collaborative learnings*** *are emphasized in the routine exploration activity.* *Through this activity, the teacher provides opportunities for learners to develop independence and reflect on their perspectives while offering thoughtful responses to each task.* *Emphasis is placed on* ***engaging and exploring****, where learners actively participate in task-centered learning experiences and are encouraged to examine the content more deeply.*

Kevin, a new cashier, accidentally enters the wrong amount in the cash register, causing a small loss for the company. His employer scolds him loudly in front of co-workers and customers.

Unfair Discipline: Public humiliation, lack of guidance, punishment not proportional to the mistake.

Fair Discipline: Employer discusses the error privately, provides retraining on cash handling, and sets clear expectations moving forward.

Processing Questions:

● What makes a disciplinary action fair and reasonable in the workplace?

● In what ways does effective disciplinary management foster a workplace that is safe, productive, and characterized by mutual respect among colleagues?

Rubric:

Criteria	Excellent (4 pts)	Proficient (3 pts)	Developing (2 pts)	Beginning (1 pt.)
Content Accuracy	Clearly demonstrates accurate understanding of employer responsibilities in both fair and unfair discipline.	Shows mostly accurate understanding with minor errors.	Shows partial understanding; some elements of discipline not clear.	Misunderstands or omits key concepts of fair/unfair discipline.
Application of Fair vs. Unfair Discipline	Both versions are realistic, clearly differentiat	Versions are somewhat clear; fair/unfair distinction is visible	Versions are unclear or unrealistic; limited connection to	No clear distinction between fair and unfair scenarios.

*The activity promotes **learner-centered learning and active involvement**, utilizing approaches such as **Experiential Learning** and **Inquiry-Based Learning**.*

			ed, and aligned with principles of fairness, due process, and proportional penalty.	but lacks depth.	fairness principles		
		Creativity and Authenticity	Scenario is engaging, realistic, and demonstrates initiative (dialogues, gestures, props, etc.)	Scenario is realistic but lacks creativity or depth.	Scenario is somewhat realistic but lacks effort in presentation.	Scenario is unrealistic or shows minimal effort.	
		Teamwork & Coordination	All members actively participated with well-distributed roles.	Most members participate; roles somewhat balanced.	Few members actively participated; uneven role distribution.	Minimal participation; one or two members dominated.	
		Clarity & Delivery	Role-play is clear, confident, and easy to follow; excellent communication	Mostly clear and understandable; minor issues in communication	Hard to follow at times delivery needs improvement	Very unclear; poor delivery and communication	

C. Demonstrating Knowledge and Skills	1. Finding Practical Application **OPTION 1: THE MISSING JOB DESCRIPTION** Instruction: Learners will be given a short case study. In pairs or small groups, learners will analyze the situation. Groups will present their findings and propose 2 solutions the employer should implement to fix the problem. Learners may present their outputs through digital platforms such as Canva, Google Slides, or PowerPoint, or through traditional methods such as manila paper, poster presentation, or oral reporting. Online collaboration tools and learning management systems may also be used when available. This activity develops communication, research, collaboration, and responsible use of educational technology skills. Scenario 1: The Confused New Hire Anna was recently hired as an office assistant. On her first day, she was told to answer phone calls. The next day, she was asked to prepare financial reports even though she has no accounting background. Later in the week, her supervisor instructed her to deliver packages outside the office. Anna feels confused, overworked, and unsure what her real job is supposed to be. Key Neglected Responsibilities: Defining major job duties clearly; providing realistic job preview. Scenario 2: The Silent Boss Mark works as a sales staff in a retail store. His manager only told him, "Make sure to sell a lot." No daily sales targets, performance standards, or feedback were provided. Mark tries his best but doesn't know if he is meeting expectations. At the end of the month, he was told he failed to meet his quota—but he was never told what the quota was. Key Neglected Responsibilities: Communicating expectations effectively; providing regular feedback. Scenario 3: Tools Not Provided Jessa was hired as a graphic designer for a small company. She was told to create high-quality digital ads but was given an old, slow computer with outdated software. When she requested proper tools, her employer said, "Just make do with what you have." Her output suffered, and the employer blamed her for "low	*In this activity, the learners are prepared to explore and apply the learning concepts through simulation activities. The teacher will employ formative assessment to evaluate the results of the learning task for feedback purposes.*

productivity." Key Neglected Responsibilities: Providing support, resources, and feedback.

Processing Questions:
• Why is it important for employers to define major job duties clearly from the start?
• How does the lack of role clarity and communication affect both the employer and the employee?

OPTION 2: CAREER CONNECTION REFLECTION

Instruction: Write a one-page reflection on how these employer responsibilities (expectations, productivity, discipline, and safety) could affect your future career choice and success. Give at least one concrete example.
Processing Questions:
● Which of the four employer responsibilities do you think will matter most in your chosen career path?
● Which of the four employer responsibilities will matter most in your chosen career path?

Rubric:

Criteria	Excellent (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt.)
Content & Relevance	Clearly explains how employer responsibilities connect to career success; gives at least one concrete, specific example	Explains the connection but example is general or not fully clear.	Limited explanation; lacks relevant example.

In this activity the learners will reflect on the employer's responsibilities.

***Reflective Learning** is applied in this part in which learners will deepen their understanding by reflecting the employer responsibilities that could affect their future career choices. The learners are instructed to use their reflective journal notebook for this task.*

*In this portion, the learners will enhance their **creativity**, encouraging them to become more innovative and promote original thinking to develop new ideas from the learning task.*

Depth of Reflection	Shows personal insight and thoughtful consideration of the topic.	Shows some insight but reflection is basic or surface-level.	Little to no reflection; answer is incomplete or off topic.
Organization & Clarity	Ideas are well-organized, clear, and easy to follow.	Ideas are somewhat organized but may be unclear in parts.	Ideas are disorganized or difficult to understand.

2. Making Generalization

OPTION 1: 4 POINT SUMMARY CHART
Instruction: Complete the chart by writing one key insight for each responsibility of employers (Job expectations, Productivity, Discipline, and Occupational Health & Safety). Then, write one general statement that ties them all together

Employer Responsibility	**Key Insight/Lesson Learned**
Job Expectations	
Productivity	
Discipline	
Health & Safety	

OPTION 2: WORKPLACE WISDOM IN WORDS
Instruction: Create a slogan that emphasizes the importance of employer responsibilities—such as setting job expectations, ensuring productivity, implementing discipline, and observing occupational health and safety—in promoting career success. Be creative and make sure your work clearly connects these ideas.

Rubric:

CRITERIA	Excellent (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt.)
Relevance	Slogan clearly reflects employer responsibilities (job expectations, productivity, discipline, safety and connects to career success.	Slogan somewhat reflects employer responsibilities but connection to career success is vague.	Slogan shows little to no connection to employer responsibilities or career success.
Clarity & Impact	Message is clear, concise and powerful; easy to understand.	Message is understandable but may lack impact or conciseness.	Message is unclear confusing, or hard to understand.
Creativity & Authenticity	Slogan is highly creative, original, and engaging.	Slogan shows some creativity but may be common or predictable.	Slogan lacks creativity or originality.
Presentation	Neat, visually appealing, and well-presented	Adequate presentation; some effort shown in design/format.	Minimal effort in presentation; slogan looks incomplete.

*In evaluating learners' learning, multiple choice assessment will be applied. This approach aims to enhance **critical thinking, encouraging** learners to analyze information carefully and select the most relevant answer.*

	3. Evaluating Learning **OPTION 1: QUIZ** Instruction: Read each question carefully and choose the best answer. Write the letter of your answer on your answer sheet. 1. Which of the following is the FIRST step in setting job expectations? A. Conducting safety drills B. Giving regular feedback **C. Defining major job duties clearly** D. Assigning leaders for accountability 2. What should a good roles and responsibilities template include? A. Conducting safety drills B. Salary, benefits, promotions, deductions C. Employee birthday, address, hobbies, personality traits **D. Job title, responsibilities, qualifications, outcomes, reporting lines** 3. Why should employers provide realistic job previews? A. To save time during recruitment B. To highlight only the positive parts of the job **C. To support mutual trust and reduce turnover** D. To make the job sound more attractive than it really is 4. Providing support, resources, and feedback helps employees by: A. Allowing them to avoid discipline B. Reducing their workload permanently C. Giving them freedom to change their roles **D. Ensuring they have the tools and recognition to meet expectations** 5. What is one benefit of building role clarity and accountability? A. Increases turnover B. Creates role confusion C. Encourages employees to work alone **D. Improves collaboration and reduces conflict** 6. Which of the following is NOT a key performance indicator for workplace productivity? A. Labor utilization rate B. Employee turnover rate C. Customer satisfaction score	

	D. Number of office decorations 7. Which strategy is recommended to improve workplace productivity? A. Avoid wellness programs B. Hold excessive meetings C. Encourage multitasking **D. Use technology to your advantage** 8. What principle must employers follow when imposing penalties on employees? **A.** Penalty must be as strict as possible B. Penalty must be based on popularity C. Penalty must always result in dismissal **D. Penalty must be commensurate to the offense** 9. What is considered the last resort in disciplining employees? A. **Dismissal** B. Counseling session C. Written reprimand D. Preventive suspension 10. Which of the following is part of minimum Occupational Safety and Health (OSH) programs? A. Annual company outing B. Monthly birthday celebrations C. Free snacks during break time **D. Occupational accident and illness prevention program** **OPTION 2: TRUE OF FALSE** 1. Dismissal should be considered the first option when disciplining employees. (False) 2. Providing realistic job previews supports mutual trust and helps reduce employee turnover. (True) 3. The number of office decorations is a key performance indicator for workplace productivity. (False) 4. Defining major job duties clearly is the first step in setting job expectations. (True) 5. Employers provide support, resources, and feedback to allow employees to avoid discipline. (False) 6. Building role clarity and accountability improves collaboration and reduces workplace conflict. (True)	

7. A good roles and responsibilities template should include employee hobbies, birthdays, and personality traits. (False)
8. Employers must ensure that penalties are commensurate with the offense when disciplining employees. (True)
9. One way to improve workplace productivity is to use technology to your advantage. (True)
10. An occupational accident and illness prevention program is part of minimum Occupational Safety and Health (OSH) standards. (True)
4. Additional Activities In the Employer's Shoes: An Interview on Workplace Responsibilities
Instruction: Conduct a short interview with a local employer, manager, or supervisor. Before the interview, secure a request letter addressed to the interviewee and obtain your parent's or guardian's consent to participate in the activity. During the interview, ask about how they set job expectations, ensure productivity, implement discipline, and maintain workplace safety. Summarize your findings and reflect on how these responsibilities affect employee success and workplace harmony.

Rubric:

Criteria	**Excellent (3 pts)**	**Satisfactory (2 pts)**	**Needs Improvement (1 pt.)**
Relevance of Questions	Questions are highly relevant, addressing all four key employer responsibilities (expectations, productivity, discipline, safety).	Questions address some but not all employer responsibilities.	Questions are vague or unrelated to employer responsibilities.
Depth of Responses	Interview summary shows detailed, clear, and insightful answers from the employer.	Interview summary shows general answers but lacks depth or detail.	Interview summary is incomplete or lacks clarity.

	Connection to Lesson	Reflection strongly connects employer's insights to career success and workplace considerations.	Reflection shows some connection but is vague or surface-level.	Reflection shows little or no connection to the lesson's objectives.		
	Presentation/Clarity	Well-organized, clear, and free of major errors; easy to understand.	Some organization, with minor errors or unclear parts.	Disorganized, hard to follow, or poorly written.		

VI. ASSESSMENT
(Assessing Learnings)

Activity: Workplace in Action – Role-Play and Career Success Simulation

Objective:

Simulate workplace scenarios through role-play or group presentations to demonstrate the practical application of workplace considerations such as job expectations, productivity, discipline, and occupational health and safety (OHS), and connect these to career success.

Instructions

Part I: Group Workplace Scenario Simulation

1. Form groups of **4–6 members**.
2. Each group will be assigned or will draw one workplace scenario.
3. Prepare a **5–7 minute role-play or presentation** showing how employees and employers respond to the situation.
4. Demonstrate the proper application of:
    - Job Expectations
    - Productivity
    - Workplace Discipline
    - Occupational Health and Safety (OHS)
5. At the end of the presentation, explain how the actions taken in the scenario contribute to career growth, job performance, and workplace success.

Sample Scenarios

- An employee consistently arrives late and misses deadlines.
- A worker is asked to perform duties beyond their job description.
- A company introduces new safety protocols after a workplace accident.
- A team struggles to meet productivity targets due to poor communication.

- An employee violates workplace policies and receives corrective action.
- Workers identify potential hazards and report them to management.

Table 1.1 Rubric for Workplace Scenario Simulation (40 Points)

Criteria	Excellent (10)	Proficient (8)	Developing (6)	Beginning (4)
Understanding of Workplace Considerations	Demonstrates comprehensive understanding of all workplace considerations and applies them accurately.	Demonstrates good understanding with minor inaccuracies.	Demonstrates partial understanding with several inaccuracies.	Demonstrates limited understanding of workplace considerations.
Application to Scenario	Scenario clearly and realistically demonstrates workplace expectations, productivity, discipline, and/or OHS.	Scenario demonstrates most workplace considerations appropriately.	Scenario demonstrates some workplace considerations but lacks depth.	Scenario poorly demonstrates workplace considerations.
Teamwork and Participation	All members actively participate and collaborate effectively.	Most members participate actively.	Uneven participation among members.	Minimal participation from several members.
Presentation and Communication	Presentation is organized, engaging, and clearly communicated.	Presentation is organized and understandable.	Presentation is somewhat organized but lacks clarity.	Presentation is disorganized and difficult to understand.

Part II: Career Action Plan Addendum (Individual Output)

After the role-play, each student will submit a **Career Action Plan Addendum** (150–200 words) answering the following:

1. What workplace value or practice did you learn from the activity?
2. Which workplace consideration (job expectations, productivity, discipline, or OHS) do you need to improve on?
3. What specific actions will you take to prepare yourself for future employment?
4. How will these actions help you achieve career success?

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Table 1.2 Rubric for Career Action Plan Addendum (10 Points)

Criteria	5 Points	3 Points	1 Point
Reflection and Insight	Demonstrates thoughtful reflection and clear connection to career success.	Shows some reflection and connection to career success.	Limited reflection and weak connection to career success.
Action Plan	Specific, realistic, and achievable career preparation actions are identified.	Actions are somewhat specific and achievable.	Actions are vague or unrealistic.

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<tr><td>VII. REFLECTION
(Feedback and Continuous Improvement)</td><td>Answer the following questions:
1. Which employer responsibility (job expectations, productivity, discipline, or safety) do you think has the greatest impact on career success? Why?
2. How would you feel working in a company that clearly sets expectations and provides feedback compared to one that does not?
3. In what ways do safe and fair workplaces motivate employees to grow and succeed?
4. If you were an employer in the future, how would you ensure that your employees are productive and satisfied?
5. What is your biggest takeaway from this lesson about the connection between workplace considerations and your own career journey?</td></tr>
<tr><td>VIII. USE OF GENERATIVE AI</td><td>In preparing this Learning Exemplar (LE), the author(s) used ChatGPT in order to grammar checking, language refinement, and the development of assessment criteria and rubrics. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</td></tr>
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Content/Topic	Occupational Wellness	**Lesson Exemplar**	5

I. OBJECTIVES	
A. Content Standard	The learners value the importance of career planning based on the understanding of the different factors affecting the development of career competence.
B. Performance Standard	The learners design a career action plan aligned to their personal values, interests, skills, and workplace aspirations.
C. Learning Competencies	Analyze the importance of workplace considerations on career success.
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	Bonifacio, R. (2025, September 23). Work life fit: The new normal in modern workplaces. Shiftbase. https://www.shiftbase.com/blog/work-life-fit Bunag, L. (2024, April 26). A guide on employee benefits and compensation in the Philippines. Veremark. https://www.veremark.com/blog/a-guide-on-employee-benefits-and-compensation-in-the-philippines Civil Service Commission. (2018). 2017 omnibus rules on appointments and other human resource actions (Resolution No. 1701077, Revised 2018). Civil Service Commission. (2022). CSC Memorandum Circular No. 06, s. 2022 (Resolution No. 2200209). Coursera Staff. (2025, September 17). Work-life balance: What it is and 5 ways to improve yours. Coursera. https://www.coursera.org/articles/work-life-balance Department of Education. (n.d.). Life and career skills curriculum guide. Department of Education. (n.d.). Strengthened Senior High School curriculum framework. Department of Labor and Employment. (n.d.). Labor Code of the Philippines. International Labour Organization. (n.d.). Decent work framework. Maryville University Online. (2023, October 27). What is work-life balance vs. work-life harmony? https://online.maryville.edu/blog/work-life-balance-vs-harmony/ Philippine Statistics Authority. (n.d.). Labor force survey highlights. Respicio, H. (2024, December 15). Labor standards. Respicio & Co. https://www.respicio.ph/bar/2025/labor-law-and-social-legislation/labor-standards Republic of the Philippines. (2009). Total Compensation Framework (TCF) under Joint Resolution No. 4, s. 2009. Tirmizi, H. (2025, July 14). Work-life integration vs. work-life balance: What's more realistic? LinkedIn. https://www.linkedin.com/pulse/work-life-integration-vs-balance-whats-more-realistic-hassan-mtshf World Health Organization. (n.d.). Healthy workplace framework.

	Materials • Scenario cards • Whiteboard/Manila paper for class listing. • Whiteboard or manila paper. • Markers • Story cards Blank paper/worksheets • Reflective journal/notebook • bond paper
III. CONTENT *(Sequencing Content)*	Occupational Wellness: 1. Nature of employment 1.1 permanent 1.2 contractual 1.3 probationary 1.4 casual 1.5 self-employment 1.6 part-time 2. Work arrangements (e.g., physical, remote, etc.) 3. Compensation (e.g., salary, earnings, wages, compensation, incentives, etc.) and benefits (e.g., health insurance, allowance, etc.) 4. Work-life dynamics 4.1 work-life balance 4.2 work-life integration 4.3 work-life harmony 4.4 work-life fit 4.5 work-life negotiation
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	The learners are expected to: 1. Differentiate various forms of employment and work arrangements (onsite, remote, hybrid), highlighting their implications on career growth and stability; 2. Apply decision-making and planning skills in aligning personal career goals with appropriate employment type, work arrangement, and compensation structure; 3. Demonstrate proactive strategies and practices that promote occupational wellness; 4. Evaluate compensation and benefits packages (incentives, insurance, allowances) and value their role in promoting employee satisfaction, motivation, and financial security; and 5. Analyze how work-life balance, integration, harmony, and fit influence overall well-being and contribute to success in the workplace.

V. PROCEDURES *(Selecting Strategies, Making Meaningful Content, Delivering Lesson and Assessing Learning)*		**ANNOTATIONS**
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** **OPTION 1: CHOOSING MY FUTURE WORKPLACE** Time Allotment: 5 mins Materials: Workplace profile cards, meta cards Procedure: 1. Let the learners read four workplace profiles (permanent teacher, freelancer, contractual employee, part-time worker). 2. Let the learners select one preferred workplace and write their reason on a meta card. 3. Post and discuss their responses. Processing Questions: **ASK:** • What influenced your choice? • Aside from salary, what workplace factors matter? • How can your choice affect career success? **OPTION 2: "CAREER MATCH-UP"** Time Allotment: 10 mins. **Strategies**: Concept Recall & Connection ● **Process:** o Let the learners provide cards or paper strips containing different employment types (permanent, contractual, probationary, casual, self-employment, part-time) and work arrangements (onsite, remote, hybrid). o On another set of cards, let the learners write descriptions, situations or scenarios (e.g., "Lukas works from home four days a week," "Luna operates her own online store"). o Let the learners match each description to the appropriate employment type and work arrangement. Give the learners two minutes to present the reason why they come up with their	*Learners analyze workplace profiles and communicate their choices. Literacy, Numeracy, Science, and EdTech are integrated through reading workplace information, considering salary and benefits, examining wellness implications, and using digital response platforms.* *From the given options, determine whether each activity is intended for developing learners, proficient learners, and highly proficient learners.* *Make sure you have the complete set of activities for developing learners, proficient learners, and highly proficient learners* *The teacher will facilitate a variety of activities that cater to different types of learners. These differentiated tasks are designed to address learners' diverse needs and help them gain a deeper understanding of the lesson's context and concepts.*

	answer. o As they explain to the class the reason, let them be guided by the following questions: 1. Which employment type or work arrangement do you think offers the greatest opportunity for career development? Why? 2. In what ways can a person's need, goals, and lifestyle affect the kind of work arrangement he or she should choose? 3. Why is it important to consider both professional growth and personal well-being when deciding on a career path? • **Purpose:** This activity helps learners recall existing knowledge of job categories and relate them to real-life situations. **OPTION 3: "BENEFIT HUNT"** Time Allotment: 5 mins. • **Strategies:** Discussion & Brainstorming • **Process:** o Facilitate the following tasks: Ask learners: "What do you think motivates employees to stay in a job aside from salary?" Let learners: List down answers (insurance, allowances, incentives, career growth, work-life balance) on the board. Lead learners: Facilitate a short discussion linking their responses to compensation packages and employee satisfaction. • **Purpose:** The learners will be encouraged to relate personal or family experiences (parents, relatives, community workers) to workplace realities. • **Guide Question:** **ASK:** Suppose you are choosing between two job offers with equal salaries but different benefits and work arrangements, how would you decide which job to accept, and how might your choice affect your job satisfaction,	*The designed activities are: responsive as learners build their prior knowledge and real-life experiences, making the lessons relatable and engaging; relevant as learners connect concepts like employment types, compensation, and work-life balance to real-world situations that learners may encounter in their families or future careers; reflective as learners are encouraged to assess their own balance, values, and aspirations, guiding them toward informed decision-making. Overall, the activities make learning practical, meaningful, and future-oriented.*

	financial security, and overall well-being? **OPTION 4: "BALANCE CHECK REFLECTION"** Time Allotment: 5 mins. **Strategies:** Personal Connection and Sharing **Process:** • Provide the following reflective prompt: *"Think about your school-life balance today. How do you manage study, rest, family time, and hobbies? Do you feel balanced or overloaded?"* • Present the following situations related to the different SHS exits: **Situation 1 – Higher Education Exit** Maria is a Grade 12 learner who plans to pursue nursing in college. Aside from preparing for entrance examinations, she helps with household chores and participates in school organizations. She often struggles to find enough time to rest. **Situation 2 – Employment Exit** Joshua intends to work immediately after graduation. He is attending job readiness training while helping support his family. At times, he feels stressed because of his responsibilities at home and his preparation for employment. **Situation 3 – Entrepreneurship Exit** Luna plans to start an online food business after Senior High School. While managing orders and promoting products on social media, she still needs to complete school requirements and spend quality time with her family. **Situation 4 – Middle-Level Skills Development Exit** Carlo plans to enroll in a TESDA certification program after graduation. He balances practical training, academic requirements, and extracurricular activities, making it difficult to maintain enough time for rest and recreation.	

	• Let the learners discuss in pairs or small groups the following questions: 1. Which situation do you relate to the most? Why? 2. What challenges might each person experience in maintaining work-life balance? 3. What strategies can help them manage their responsibilities while maintaining their physical, mental, and emotional well-being? 4. How can maintaining balance contribute to success in their chosen SHS exit? • Let the learners share their insights and relate their experiences to occupational wellness, stress management, and planning for future career goals. **Purpose:** The learners will connect personal experiences with broader concepts of occupational wellness, stress management, and planning for future goals across the different Senior High School exits. **2. Establishing the Purpose of the Lesson** **OPTION 1: WOULD YOU ACCEPT THE OFFER?** **Teacher Procedure** Present the following job offers through a slide presentation or printed handout. **Job Offer A** **Position:** Administrative Assistant • Employment Type: Contractual (1-year contract) • Work Arrangement: Onsite • Monthly Salary: ₱32,000 • Benefits: o No health insurance o No transportation allowance o No paid leave • Work Schedule: o Monday to Saturday	*Learners compare job offers using information on employment type, compensation, benefits, and work arrangements. Literacy, Numeracy, Science, and EdTech are integrated through analysis of workplace information, interpretation of salary and benefits data, consideration of occupational wellness, and the use of digital polling or collaborative platforms. This activity establishes the relevance of workplace considerations in career decision-making.*

	○ 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 **Learner Instructions** ● Carefully examine the details of both job offers. ● Individually choose the job offer you would accept. ● Write at least **three reasons** to support your decision. ● Discuss your answer with a partner. ● Share your justification with the class. **Processing 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? **Possible Responses** Learners may choose **Offer A** because: ● Higher salary ● Immediate financial gain	

	Learners may choose **Offer B** because: • Greater job security • Better benefits package • Better work-life balance • Long-term financial protection through retirement and health benefits **OPTION 2: EMPLOYMENT SCENARIO RECALL** Time Allotment: 20 mins. **Target:** Differentiate forms of employment & evaluate compensation/benefits **Materials** • Scenario cards (short written examples of different employment situations) OR teacher-read stories. Whiteboard/Manila paper for class listing. **Procedure** 1. Priming (2–3 mins): Ask the following questions: o How do different work statuses (permanent, contractual, part-time, or self-employed) influence a person's job security, career growth, and quality of life? Explain your answer. o Based on the experiences shared by your parents, relatives, or neighbors, what advantages and challenges are associated with different forms of employment? How might these affect a person's long-term career success? o If you were to choose your future employment status, which would you prefer and why? What factors would you consider making that decision? o Why is it important for individuals to understand different employment types before making career decisions?	

	○ Suppose two people have the same qualifications but different employment statuses. In what ways might their opportunities, financial stability, and work-life balance differ? 2. Presenting (7–8 mins): ○ Present 4–5 scenario cards; "Alpha signed a six-month contract," "Dude owns a small sari-sari store," "Olivia works only on weekends while studying" ○ In pairs/groups, let the learners identify what form of employment is being described. ○ Allow the learners to discuss and explain the list of employment forms on the board with their examples. 3. Processing (5 mins): Ask the learners the following questions: ○ Which type of employment do you think offers the greatest stability? Explain the factors that influenced your choice. ○ How do compensation and benefits' packages differ among various forms of employment, and how might these differences affect employees' motivation and financial security? ○ If two jobs offer the same salary but different benefits and work arrangements, which would you choose and why? ○ Why should individuals consider both employment status and compensation packages when planning their careers? Reinforce the link between employment form and career stability/benefits for the learners to understand it better. **OPTION 3: "Work-Life Balance Reflection Web"** Time Allotment: 20 mins. **Target:** Develop awareness of work-life balance; demonstrate occupational wellness practice. **Materials** ● Whiteboard or manila paper, Markers	

	Procedure 1. Priming (2 mins): Let the learners do this task: Write “Work-Life Balance” at the center of the board. Ask the following questions: o Why do you think maintaining work-life balance is important for a person's physical, mental, emotional, and social well-being? o How might an imbalance between work and personal life affect an individual's productivity, relationships, and long-term career success? o Suppose you are already working and notice that your job responsibilities are preventing you from spending time with your family and taking care of yourself. What strategies would you adopt to achieve a healthier work-life balance, and why? 2. Presenting (7–8 mins): Let the learners take turns sharing one word/phrase related to the topic (examples: family, stress, rest, hobbies, school, health, overtime, fun). Respond to the central word, forming a **concept web**. 3. Processing (5 mins): Facilitate the discussion by asking the following questions: o How can you distinguish between behaviors or situations that promote a healthy work-life balance and those that lead to stress or burnout? o What consequences might individuals face if they fail to maintain balance among work, family, rest, and personal interests?	

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Why should work – life harmony be considered an essential factor when making career and life decisions?

As a teacher, do transition of concepts into strategies for wellness (time management, stress reduction, etc.) and be reminded to provide feedback on learner's performance.
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<td>B. Instituting New Knowledge</td>
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1. Presenting Examples
OPTION 1: WORKPLACE CONSIDERATION GALLERY WALK
Time Allotment: 30 mins.
Materials

Five station posters
Learner Activity Sheet
QR codes linking to supplemental resources (optional)

Learner Instructions

Form groups of 4–5 members.
Visit each station.
Read the information provided.
Discuss and answer the guide questions.
Record your group's answers in the Activity Sheet.
Rotate every 3 minutes until all stations are completed.

Station 1: Nature of Employment
Information Card
<table>
<tr><th>Employment Type</th><th>Situation</th></tr>
<tr><td>Permanent</td><td>Employed for 5 years with benefits and promotion opportunities</td></tr>
<tr><td>Contractual</td><td>Hired for 1 year with contract renewal dependent on performance</td></tr>
<tr><td>Self-Employment</td><td>Owns an online business with flexible income</td></tr>
</table>
Guide Questions

Which employment type offers the greatest job security?
Which employment type provides the greatest flexibility?
How can employment type affect career growth and stability?

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Learners analyze workplace information presented in various formats and discuss how different workplace considerations influence career success. Literacy, Numeracy, Science, and EdTech are integrated through reading informational texts, interpreting workplace data, examining occupational wellness factors, and accessing digital resources. This activity deepens learners' understanding of the relationships among workplace considerations and career success.

The teacher must clearly identify the type of learners for whom the activities will be implemented.
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	Station 2: Work Arrangements **Information Card** **Arrangement Description** Onsite Works in an office 5 days a week Remote Works entirely from home Hybrid Works both onsite and remotely **Guide Questions** 1. Which arrangement may best support productivity? 2. Which arrangement may provide better work-life balance? 3. How can work arrangements affect employee well-being? **Station 3: Compensation** **Information Card** Three job offers: **Job Monthly Salary** A ₱22,000 B ₱28,000 C ₱35,000 **Guide Questions** 1. Which offer would most people likely choose? Why? 2. Besides salary, what other factors should be considered? 3. How does compensation influence employee motivation? **Station 4: Benefits** **Information Card** **Job Offer Benefits** A Health Insurance, Paid Leave B Transportation Allowance C Health Insurance, Paid Leave, Retirement Benefits **Guide Questions** 1. Which benefits are most valuable for employees? 2. How do benefits contribute to financial security? 3. Why should benefits be considered alongside salary? **Station 5: Work-Life Dynamics** **Information Card** **Employee A**	

	Works 10 hours daily and often misses family activities. **Employee B** Works regular hours and has time for family, exercise, and hobbies. **Guide Questions** 1. Which employee demonstrates better work-life balance? 2. How can work-life balance affect job performance? 3. Why is occupational wellness important for career success? **Consolidation Discussion** After all rotations, ask: **Processing Questions** 1. Which workplace consideration do you think has the greatest impact on career success? Why? 2. Can a high salary compensate for poor work-life balance? Explain. 3. How do employment type, work arrangements, compensation, benefits, and work-life dynamics work together to influence occupational wellness? 4. If you were choosing a job today, which workplace consideration would you prioritize and why? **OPTION 2: "WHO WORKS WHERE?"** Time Allotment: 20 mins. **Topic:** Employment & Work Arrangements **Target:** Differentiate employment types and work arrangements. **Materials** ● Picture cards or slides of jobs (e.g., cashier, teacher, Grab driver, freelancer, call center agent, nurse). ● Manila paper/whiteboard for class listing. **Procedure** 1. **Motivation (2–3 mins):** ○ Ask: Among the occupations commonly found in your family or community, which do you think provide the greatest opportunities for career growth and job stability? Why?	*The teacher must provide feedback to the learners after the presentation or performance.* *Learners analyze workplace data and compare employment options using a structured decision-making tool.*

	○ How do the nature and work arrangements of these occupations affect the quality of life and well-being of the people who perform them? ○ If you were to pursue one of these occupations in the future, what factors would you consider in determining whether it aligns with your personal goals and desired lifestyle? Explain your answer. 2. **Presentation (5 mins):** ○ Show picture cards or read short role profiles (e.g., "Ana teaches in a public school," "Ben drives for Grab after office hours," "Carla works weekends as a cashier"). 3. **Task (7 mins):** In groups of 5-6 members, let the learners classify each example. Ask: What **type of employment** and **work arrangement** does it represent? Let each group post/share answers on the board. 4. **Processing (5 mins):** Discuss: ○ Among the occupations presented, which do you think offer the greatest job stability and career growth? Explain the factors that influenced your judgment. ○ Based on the experiences of family members, relatives, or people in your community, how do different types of work affect a person's financial security, job satisfaction, and overall well-being? ○ If you were to choose a future occupation, what workplace considerations would you prioritize to ensure long-term career success and work-life balance? Justify your answer. Reinforce that each type/arrangementhas advantages and implications for career stability.	*Literacy is developed through interpretation and justification of choices, while Numeracy is integrated through analysis of salary and benefits information. This activity encourages learners to evaluate how workplace considerations collectively influence career success.* *The teacher will briefly discuss/ emphasize the highlighted key concepts on each topic. He/she must provide feedback for learner's performance.*

	OPTION 3: PAYCHECK BREAKDOWN Time Allotment: 20 mins. **Topic:** Compensation & Benefits **Target:** Evaluate compensation and benefits packages. **Materials** ● Mock payslip (with salary, tax, deductions, insurance, allowances, incentives). ● Worksheets for group highlighting. **Procedure** 1. Motivation (2 mins): Ask: "Have you heard adults talk about their salary, benefits, or deductions? What do they usually mention?" 2. Presentation (5 mins): Show the learners a sample pay slip. **Key concepts:** A **salary** is a fixed amount of money paid to an employee over a specified time, usually annually. **Benefits** refer to the non-wage compensation provided by employers, enhancing your overall employment package.**Source:** https//examplesweb.net/what-is-the-difference-between-salarywages-and-benefits-give-two-examples-of-benefits/ 3. Task (7–8 mins): In pairs, let the learners highlight or label which items in the payslip are salary and which are benefits. Let the groups share which benefits they find most helpful or motivating. 4. Processing (5 mins): Facilitate the processing questions: o "Which is better: high salary only or salary with benefits? Why?" o "Why do employees need health insurance? Summarize compensation and benefits to promote satisfaction, motivation, and security. **OPTION 4: MY IDEAL DAY** Time Allotment: 20 mins. **Topic: Work-Life Balance & Career Goals**	

	Task: Develop awareness of balance, align goals with employment choices, and demonstrate wellness practices. **Materials** • Story cards of two contrasting employees (Andres: high pay, long hours; Olivia: moderate pay, balanced life). Blank paper/worksheets titled "My Ideal Workday." **Story Card 1: Andres** **Job Title:** School Principal II **Age:** 35 **Salary:** 57, 347/month **Work Hours:** 40-50hours/week **A Day in Andres's Life:** Andres wakes up at 6:00 AM and prepares things before even getting out of bed. After a quick breakfast, they're already on calls by 7:00 AM. Most of Andres's day is packed with meetings, seminar /trainings deadlines, and presentations. Lunch is often skipped or eaten at the desk. Even after office hours, Andres keeps working into the night, sometimes past 8:00 PM. Though financially comfortable and respected in their field, Andres rarely has time for family, hobbies, or even sleep. Weekends are often interrupted by urgent tasks. Andres feels successful—but also drained. **How Andres Feels:** Proud of career accomplishments. Constantly tired and stressed. Misses out on personal time and relationship. Worries this pace isn't sustainable **Story Card 2: Olivia** **Job Title:** Administrative Officer II **Age:** 33 **Salary:** 28,000/month **Work Hours:** 40 hours **A Day in Olivia's Life:** Olivia starts the day around 6:30 AM with a morning jog and breakfast with their partner. Work begins at 9:00 AM, with a flexible schedule that allows for focused work and collaboration. Olivia takes a full lunch break—	

	sometimes even goes for a walk. By 6:00 PM, Olivia logs off and shifts attention to personal activities: cooking, volunteering, spending time with family, or learning a new skill. Olivia feels content with the balance between work and life. **How Olivia Feels:** Enjoys a steady routine feels healthy and connected. Sometimes wonders about long-term growth has energy to pursue passions outside of work. **Procedure** 1. **Motivation (2–3 mins):** Lead the priming activity with this statement: "Have you seen someone too busy at work? How does it affect their life?" 2. **Presentation (5 mins):** Read or narrate the story of Andres vs. Olivia. Show pictures or a simple timeline of their daily lives. 3. **Task (7–8 mins):** Ask the learners to discuss: "Who would you rather be—Andres or Olivia? Why?" Individually, draw or write their **ideal workday**: how they want to divide time for work, rest, family, and hobbies. 4. **Processing (5 mins):** Allow volunteers to share their ideal workdays. Ask the Guide questions: o "What matters more: high pay or balanced time?" o "How can choosing the right job and planning ahead help achieve this balance?" Emphasize links to decision-making, planning, and wellness strategies.	*The teacher will prepare necessary materials or modify scenario/s for the activity. This is to ensure delivery of context based on the diverse needs of each learner.*

2. Discussing New Concept
OPTION 1: WHICH JOB WOULD YOU CHOOSE?
Time Allotment: 5 mins.
Materials

- Job Offer Cards
- Workplace Decision Matrix Worksheet

Present three job offers.

Criteria	Job A	Job B	Job C
Employment Type	Permanent	Contractual	Self-Employed
Work Arrangement	Onsite	Hybrid	Remote
Salary	₱25,000	₱32,000	₱40,000 (variable)
Benefits	Complete	Limited	None
Work-Life Dynamics	Moderate	Good	Flexible

Then, let the learners:

1. Study the three job offers.
2. Complete the decision matrix.
3. Identify the strengths and limitations of each offer.
4. Determine which job best supports long-term career success.

Decision Matrix

Workplace Consideration	Job A	Job B	Job C
Advantage			
Challenge			
Impact on Career Success			

Processing Questions:
ASK:

1. Which job appears most attractive at first glance?
2. Which job would you recommend for long-term career success?
3. Which workplace consideration influenced your decision the most?

OPTION 2: A. NATURE OF EMPLOYMENT

Time Allotment: 30 mins.

Step-by-step guide:

Preparation: Write the key employment terms (e.g., permanent, contractual, probationary, casual, part-time, self-employment) on one set of cards. On another set, write their definitions.

Grouping: Divide the class into small groups and give each group a mixed set of cards.

Task: Let the earners match each employment term with its correct definition.

Discussion: After matching, let each group explain one term and its meaning to the class, using a real-life example (e.g., a contractual teacher hired for one school year).

Teacher's Role: Confirm correct matches, clarify misconceptions, and expand by explaining relationships among the different terms (e.g., differences between permanent and probationary).

Key Concepts

Employment Status and Nature of Appointment in Civil Service

The resolution outlines the different types of employment appointments in government service:

1. **Permanent Appointment** – Issued to a person who fully meets all qualification standards, including eligibility, education, training, and experience required by law.
   Maria Bella has been appointed as a **Permanent Senior Education Program Specialist** after successfully completing all minimum hiring requirements. and fully meets the CSC prescribed qualification standards, including:

Education	Bachelor's Degree in Education or its equivalent and completion of academic requirements for master's degree relevant to the job
Experience	2 years of experience in education, research, development, implementation, or other relevant

	experience
Eligibility	RA 1080; Career Service (Professional) Appropriate Eligibility for Second Level Position
Training	8 hours of relevant training

2. **Temporary Appointment** – Granted when there is no available qualified applicant with eligibility. It is valid for up to 12 months and renewable only under certain conditions (e.g., absence of eligible applicants). Temporary appointments are not allowed for positions requiring professional licenses unless justified.

Example: Administrative Aide Position (Clerical Role)

- **Scenario:** A Municipal Government Office needs an **Administrative Aide I** (clerical position).
- **Status:** There is **no available applicant with the required**

Civil Service eligibility.

- **Action:** A qualified applicant **without eligibility** (e.g., a college graduate) is given a **Temporary Appointment**.
- **Condition for Appointment:** Valid for up to 12 months, or until an eligible applicant becomes available.

3. **Coterminous Appointment** – Issued depending on certain conditions: Primarily Confidential in Nature, with the Lifespan of the Agency

Example: Private Secretary to the Mayor

- **Position:** Private Secretary
- **Appointing Authority:** Mayor
- **Coterminous With:** The term of the mayor
- **Explanation:** The Private Secretary serves at the pleasure of the mayor. Once the Mayor's term ends or is replaced, the Private Secretary's appointment automatically ends too

4. **Substitute Appointment** – Given when the regular

	employee is temporarily unable to perform duties (e.g., on leave, suspension, scholarship, or secondment). This is effective only until the return of the incumbent. **Example of Substitute Appointment for a Teacher Scenario:** • **Mrs. Sampana**, a **Permanent Teacher I** at Mabini Elementary School, is on **Maternity Leave** for 105 days (around 3.5 months). • The school needs someone to continue handling her Grade 4 English class. **Action:** • The school hires **Ms. Tadena**, a qualified LET passer, on a **Substitute Appointment** to temporarily take over Mrs. Sampana's duties. **Details of Appointment:** • **Position:** Teacher I (Substitute) • **Duration:** September 1 to December 15 (until Mrs. Santos returns) • **Status:** Substitute Appointment (not permanent; no tenure) • **Termination:** Automatically ends when the regular teacher returns to work. **Reference**: CSC Resolution No. 1701077 (2017 Omnibus Rules on Appointments and Other Human Resource Actions, Revised 2018) **B. Flexible Work Arrangements (FWAs)** **Primer Activity – Match the Scenario** **Topic:** Flexible Work Arrangements (FWAs) inGovernment **Time Allotment:** 20–25 minutes **Strategy:** Scenario based matching activity **Learning Objective:** Learners will be able to identify and differentiate the six types of FWAs (Flexible Work defined in CSC MC No. 06, s. 2022 **Materials Needed**	***Expected Learner Response:*** *Some will say they separate strictly (e.g., "No work after 6 PM"). Others will mention blending (e.g., "I worked while watching my child's game"). Some may say they adjust depending on the day.* ***Teaching Note:*** *This opens the discussion that there are different strategies for work-life management.* ***Expected Learner Response:*** *Learners listen, take notes, and may ask clarifying questions.*

	• Printed scenario strips or a PowerPoint/slide presentation • Whiteboard/blackboard or manila paper (for answers) • Markers or sticky notes **Step-by-Step Procedure** **Step 1 – Introduction (3–5 minutes)** • Greet the learners and ask: "Have you heard about flexible work arrangements like work-from-home or compressed workweeks? Why do you think the government allows them?" • Briefly explain that the Civil Service Commission has officially defined **six FWAs** to balance service delivery and employee welfare. **Step 2 – Activity Instructions (2 minutes)** • Tell learners: "I will give you short scenarios. Your task is to decide which type of Flexible Work Arrangement each scenario describes." • Show or distribute the **list of FWAs** (Flexiplace, Compressed Workweek, Skeleton Workforce, Work Shifting, Flexitime, Combination of FWAs). **Step 3 – Scenario Matching (10 minutes)** • Present the scenarios **one by one** (through slides, reading aloud, or handing out strips). • Learners can: o Write the answer on paper, **or** o Raise their hand and give the answer, **or** o Work in small groups to discuss and decide. 1. **Sample Scenarios to Use:** Luna works from her home two days a week and reports to the office three days. → **Flexiplace** 2. Employees render 10 hours a day for four days instead of the usual five days. → **Compressed Workweek** 3. During a typhoon, only a few employees are asked to report to ensure basic services continue. → **Skeleton Workforce** 4. A government hospital assigns nurses in morning, evening, and night duty shifts. → **Work Shifting**	***Expected Learner Response**:* *Learners call out or write down answers; short discussion follows.* ***Expected Learner Response:*** *Learners summarize differences. Some may share which concept fits their lifestyle best.*

	5. Lukas starts work at 7:30 AM while Anna reports at 9:00 AM, but both complete 40 hours weekly. → **Flexitime** 6. An office uses a mix of three days onsite and two days WFH in one week. → **Combination of FWAs** **Step 4 – Discussion & Clarification (5 minutes)** ● After each scenario, ask: "Why do you think these fits [the answer]?" ● Reinforce the definition of each FWA in simple terms. **Step 5 – Synthesis/Wrap-Up (2–3 minutes)** ● Summarize: "Flexible Work Arrangements are designed to ensure continuous public service while considering employees' health, safety, and work-life balance." ● Optional reflective question: "If you were a government employee, which FWA would you prefer, and why? **Key Concepts** The Civil Service Commission (CSC), through Resolution No. 2200209, institutionalizes **flexible work arrangements (FWAs)** in government to ensure the continuous delivery of public service while safeguarding the health, safety, and welfare of employees. It covers all government officials and employees across agencies, LGUs, GOCCs with original charters, and SUCs, regardless of employment status. The resolution defines and allows agencies to adopt various FWAs, including: □ Flexiplace – an output-oriented arrangement allowing employees to work away from the office (home, satellite office, or another fixed place) temporarily, with approval. □ Compressed **Workweek** – compressing the 40-hour workweek into four (4) days or less instead of the usual five (5). □ Skeleton **Workforce** – only the minimum number of employees report to the office to maintain operations when full staffing is not possible. □ Work **Shifting** – assigning employees in shifts, especially for agencies mandated to provide 24/7 services or where safety/health protocols require staggered presence.	

	□ Flexitime – employees may choose their daily arrival and departure time between 7:00 AM and 7:00 PM, as long as the required 40 hours per week are met. □ Combination **of Work Arrangements** – agencies may mix two or more FWAs (e.g., skeleton workforce with work from home) to fit their mandate and circumstances. **Reference**: Civil Service Commission (CSC), through Resolution No. 2200209, CSC MC No. 06, s. 2022) **Key Concepts:** **For Private Company** **IV. Other Flexible Work Arrangements and Their Relationship to R.A. No. 11165** While R.A. No. 11165 focuses on telecommuting, it exists within a broader ecosystem of flexible work arrangements recognized by the DOLE. These include: 1. **Compressed Workweek**: Employees work longer hours on certain days but fewer days in a week, without reducing their total weekly working hours. For example, employees might work four 10-hour days instead of five 8-hour days. 2. **Flexitime**: Employees have the freedom to determine their start and end times within a specified core period, as long as they complete the required number of hours per day or week. 3. **Job Sharing**: Two or more employees share one full-time position, splitting the hours and responsibilities between them. 4. **Reduced Workdays or Rotation of Workers**: During economic downturns or when demand is low, employers and employees may agree on reducing workdays or rotating employees on certain shifts to avoid retrenchments. **Reference** : Respicio, H. (2024, December 15). LABOR STANDARDS. RESPICIO & CO. https://www.respicio.ph/bar/2025/labor-law-and-social-legislation/labor-standards **C. 1. Compensation and Allowances in the Government** Under the TCF, the total payment to an employee for services	

	rendered shall be composed of the following: **a. Basic Salaries (with Step Increments) –** the fixed monthly pay of an employee, which may increase through step increments based on performance or length of service **b. Standard Allowances and Benefits** – regular benefits and allowances given to all qualified employees (e.g., PERA, ACA, health benefits). □ **PERA** (Personnel Economic Relief Allowance) – A fixed monthly allowance (currently ₱2,000) granted to government employees to help them manage daily living expenses brought about by inflation and rising costs of basic goods and services. □ **Uniform/Clothing Allowance** Section 57 of the General Provisions of the FY 2025 GAA authorizes the payment of U/CA not exceeding Seven Thousand Pesos (₱7,000) per annum for each qualified government employee, subject to the guidelines, rules, and regulations issued by the DBM □ **Year-End Bonus –** DBMBC2024-3 amended Section 6.1 of DBMBC 2016-4, to provide that the year-end bonus, equivalent to one month's basic pay as of October 31, and the cash gift of P5,000, shall be given simultaneously with the first agency payroll for November of the current year. □ **Cash Gift –** A fixed amount (currently ₱5,000) granted along with the Year-End Bonus, serving as additional financial support □ for employees' year-end or holiday expenses. **Medical Allowance** Section 7 of EO No. 64, s. 2024providesthatbeginning FY2025, a Medical Allowance in an amount not exceeding P7,000 per annum shall be granted to qualified government civilian personnel as a subsidy for the availment of health maintenance organization type benefits **c. Specific Purpose Allowances and Benefits** – additional pay or benefits granted for specific needs or situations (e.g., hazard pay, subsistence allowance). *1.* Loyalty Incentive *2.* Anniversary Bonus *3.* Mid-Year Bonus	

4. Productivity Enhancement Incentive
5. Collective Negotiation Agreement Incentive
6. Performance-Based Bonus
7. Program on Awards and Incentives for Service Excellence

d. Incentives – rewards or bonuses given based on performance, productivity, or recognition programs.
Reference: Total Compensation Framework (TCF) under JR No. 4, s. 2009

C.2. Compensation and Allowances in the Private
Table: Summary of Employee Benefits and Compensation in the Philippines

Category	Details
1. Overview	**Compensation**: Wages, salaries, bonuses. **Benefits**: Health insurance, leave, retirement, perks. **Purpose**: Improve employee welfare and motivation.
2. Governing Laws	**Labor Code**: Covers wage, work hours, leave, benefits. **RA 8282 (SSS)**: Social security benefits. **RA 9679 (Pag-IBIG)**: Housing, savings, loans. **RA 10606 (PhilHealth)**: Health insurance. **Tax Laws**: Define tax-exempt income/benefits.

	3. Employee Eligibility	**Regular Employees**: Entitled to full legal and company benefits. **Non-Regular Workers**: Entitled to minimum wage, 13th month pay. **Freelancers/Contractors**: Not covered by employer contributions (SSS, PhilHealth, Pag-IBIG).	*Regular employees are entitled to applicable statutory benefits and to company benefits provided by policy, contract, or collective bargaining agreement, subject to eligibility requirements.*
	4. Compensation & Allowances	**Minimum Wage**: Varies by region/sector (e.g., ₱610/day in Metro Manila non-agri). **13th Month Pay**: One month's salary (prorated if <1 year). **Holiday Pay**: 100% pay on holidays; 200% if working.	
	5. Mandatory Contribution Benefits	**SSS**: Retirement, maternity, sickness, disability, death/funeral, loans, unemployment. **PhilHealth**: Inpatient/outpatient care, Z Benefits, maternity care. **Pag-IBIG**: Savings with dividends, loans (multi-purpose, housing, calamity).	
	6. Additional Mandatory Benefits	**Service Incentive Leave**: Minimum of 5 paid days/year (after 1 year of service). **Maternity Leave**: 105 paid days (+15 days for solo parents, optional 30 unpaid). **Separation Pay**: ½ to 1 month salary per year of service (based on reason for termination). **Retirement Pay**: ½ month salary per year of service (ages 60–65, with at least 5 years of service).	
	Reference Bunag, L. (2024, April 26). A guide on employee benefits and compensation in the Philippines. https://www.veremark.com/blog/a-guide-on-employee-benefits-and-compensation-in-the-philippines		

	D. Work Life Balance Activity: Work-Life Concepts **Objective**: To introduce and differentiate the five approaches to managing work and personal life. **Step 1**: Motivation / Warm-Up (2 minutes) "Think about the last time your work and personal life clashed. How did you handle it? Did you separate them, mix them, or adjust your schedule?" **Step 2:** Presentation of Concepts (5 minutes) "There are five major approaches to handling work and personal life. Let's define them simply." • **Work-life Balance** = keeping work and personal time separate. • **Work-life Integration** = blending work and personal activities. • **Work-life Harmony** = focusing on overall happiness at work and home. • **Work-life Fit** = adapting work to match personal priorities. • **Work-life Negotiation** = communicating and agreeing with employers to balance needs. **Step 3:** Activity – Concept Match Game (6 minutes) "I'll read some scenarios. You tell me which work-life approach they best represent." Scenarios & Expected Answers: 2. 1. 'I never check work emails after dinner.' → Balance 'I take work calls while commuting or walking my dog.' → Integration 3. 'I feel happy because my job allows me quality time at home and at work.' → Harmony 4. 'I scheduled my work shift to match my kids' school hours.' → Fit 5. 'I asked my boss if I could adjust my hours to care for a sick parent.' → Negotiation	*These concepts offer different ways of understanding how people manage relationships between work and personal life. Their meanings may overlap, and individuals may use more than one approach.*

	Step 4: Debrief / Synthesis (3 minutes) "What did we learn? These five approaches show that managing work and personal life isn't one-size-fits-all. Some people need balance, others need flexibility, and others negotiate with their employers." **Step 5**: Closing Reflection (2 minutes) "Which approach do you personally use the most, and why? Is there another approach you want to try in the future?" **Key Concepts** **Work-life balance** is the attempt to maintain a structured separation between professional responsibilities and personal time. The idea is to prevent work from dominating life. Some common principles include: • Fixed working hours with no emails or calls after a set time • Uninterrupted personal time for family, hobbies, and rest Structured work schedules that minimize spillover into personal life **Work-life integration** acknowledges that work and personal life are interconnected and need to coexist harmoniously. It allows professionals to structure their days in a way that complements both work and life demands. Example: Elsa is a full-time marketing manager, values time with her kids, and staying fit. She integrates work and life by starting early with emails, handling school prep from 7:30–8:30 AM, and scheduling meetings during core hours (9 AM–3 PM). She picks up her kids at 3 PM, stays engaged with work as needed, and wraps up tasks after bedtime. **Work-life harmony** involves incorporating work into the rest of life in a way that promotes happiness both at home and in the office. It is not about strict separation between work and personal life but rather finding ways to integrate and balance both seamlessly. It's about prioritizing well-being and creating a lifestyle that allows you to thrive in both your professional and personal roles.	*Learners analyze and compare job offers using workplace data, rating scales, and evidence-based decision-making. Literacy is developed through reading, discussion, and written justification, while Numeracy is strengthened through scoring, comparison, and interpretation of compensation and benefits information. Science is integrated through the evaluation of occupational wellness and work-life dynamics, while EdTech may be incorporated through digital spreadsheets or collaborative worksheets. This*

	Example: Mina is a marketing manager, balances her career and family by integrating both into her daily routine. She starts the day with a walk with her kids, stays focused during work hours, and takes breaks for family or self-care. With flexible hours and remote work, she can adjust her schedule as needed, allowing her to thrive both professionally and personally. **Work life fit** is about aligning your work commitments with your personal priorities and lifestyle. It understands that the demands of today's work environment, combined with the complexities of personal life, require a more adaptable and personalized solution. Instead of keeping work and personal life separate, work-life fit encourages individuals to blend these aspects in a way that works best for them. Example: Roem, a store supervisor and single dad, starts work at 7 AM so he can finish by 3 PM and be there for his kids after school. If needed, he works later in the evening. This flexible setup lets him meet both work and family needs in a way that fits his life. **Work-life negotiation** is a strategic approach to balancing work and personal life, allowing individuals to make informed decisions about their work schedules and commitments. It involves understanding personal priorities, setting realistic expectations, and communicating effectively with employers. **References:** Tirmizi, H. (2025b, July 14). Work-Life Integration vs. Work-Life Balance: What's More Realistic? https://www.linkedin.com/pulse/work-life-integration-vs-balance-whats-more-realistic-hassan-mtshf Staff, C. (2025b, September 17). Work-Life Balance: What it is and 5 Ways to Improve Yours. Coursera. https://www.coursera.org/articles/work-life-balance?msockid=0470d765146562ac235fc10b15c5631f Bonifacio, R. (2025, September 23). Work Life Fit: The new normal in modern workplaces -	*formative assessment allows learners to demonstrate their ability to analyze workplace considerations and their impact on career success.*

	Shiftbase. Shiftbase. https://www.shiftbase.com/blog/work-life-fit 2U Maryville University online. (2023, October 27). What Is Work-Life Balance vs. Work-Life Harmony? | Maryville Online. Maryville University Online. https://online.maryville.edu/blog/work-life-balance-vs-harmony/ **3. Developing Mastery** **OPTION 1: Concept Matching Drill (Guided Practice) – Nature of Employment** ● **Time**: 7 minutes ● **Instructions**: o Provide a list of employment types (permanent, contractual, probationary, casual, self-employment, part-time) and definitions. o Let the learners match the term to its meaning individually. **2. Case Sorting (Group Work) – Work Arrangements** ● **Time**: 8 minutes ● **Instructions**: Provide short workplace scenarios. Let each group classify them under Physical, Remote, or Hybrid. **3. Compensation & Benefits Mapping (Graphic Organizer)** ● **Time**: 10 minutes ● **Instructions**: Ask the learners to complete a two-column chart with Compensation vs. Benefits. o Extension: Separate monetary vs. non-monetary. **4. Think-Pair-Share (Peer Collaboration)** - **Work-Life Dynamics (Balance vs. Integration)** **Instructions**: Let the learners reflect silently on the guiding question: "How is work-life balance different from work-life integration? Share one real-life example."	

	Let each group discuss in a group or pair, then share with the class. **5. Scenario-Based Application (Independent Practice) – Work-Life Dynamics Extended** ● **Time**: 10 minutes ● **Instructions**: Provide short case problems (e.g., an employee struggling with studies, job, and family). ● Let the learners identify the most suitable work-life approach (balance, integration, harmony, fit, negotiation). ● Let the learners list activities that demonstrate that you know how to relax after a stressful week. Include the following: 1. Physical activities (jogging, brisk walking, mindful walking, aerobics) 2. Hobbies – gardening, cooking, woodwork, art, recreational – pilates, ball games Report what you have done in class. **OPTION 2: WORKPLACE CONSIDERATION ANALYZER** Time Allotment: 30 mins. Materials ● Workplace Consideration Analyzer Worksheet ● Calculator (optional) ● Spreadsheet application (optional)Teacher Procedure 1. Present the two job offers below. 2. Ask learners to carefully examine each workplace consideration. 3. In pairs, let them complete the Workplace Consideration Analysis Matrix. 4. After completing the matrix, let the learners make a recommendation and justify their decision using evidence from the job offers. 5. Facilitate the class discussion and compare recommendations.	

Case Scenario
You are a newly hired Senior High School graduate deciding between two job offers.
Offer A
Position: Office Assistant

- Employment Type: Permanent
- Work Arrangement: Onsite
- Monthly Salary: ₱24,000
- Benefits:
  - Health Insurance
  - Paid Sick Leave
  - Paid Vacation Leave
  - Transportation Allowance
- Work Schedule:
  - Monday to Friday
  - 8:00 AM–5:00 PM

Offer B
Position: Virtual Administrative Assistant

- Employment Type: Contractual (1 Year)
- Work Arrangement: Remote
- Monthly Salary: ₱30,000
- Benefits:
  - Internet Allowance
- Work Schedule:
  - Monday to Saturday
  - Flexible Hours

Learner Task 1: Analyze the Job Offers
Complete the table below.

Workplace Consideration	Offer A	Offer B
Nature of Employment		
Work Arrangement		
Compensation		
Benefits		
Work-Life Dynamics		

Learner Task 2: Workplace Consideration Analysis Matrix

<table>
<tr>
<td></td>
<td>Rate each offer using the scale below.
3 – Strongly Supports Career Success
2 – Moderately Supports Career Success
1 – Minimally Supports Career Success
<table>
<tr><th>Criteria</th><th>Offer A</th><th>Offer B</th></tr>
<tr><td>Job Stability</td><td></td><td></td></tr>
<tr><td>Financial Security</td><td></td><td></td></tr>
<tr><td>Occupational Wellness</td><td></td><td></td></tr>
<tr><td>Career Growth Potential</td><td></td><td></td></tr>
<tr><td>Work-Life Balance</td><td></td><td></td></tr>
<tr><td>Total Score</td><td></td><td></td></tr>
</table>
Learner Task 3: Evidence-Based Recommendation
Answer the following:
A.Which offer received the higher score? _____
B. Do you agree with the result of the rating? Why or why not?
C. Which offer would you recommend for someone seeking long-term career success?
Support your answer using at least three workplace considerations.
Processing Questions
1. Why might some employees choose Offer B despite the lack of benefits?
2. Why might some employees choose Offer A despite the lower salary?
3. Which workplace consideration had the greatest influence on your recommendation?
4. How do compensation and benefits work together to support financial security?
5. How can employment type and work arrangement affect occupational wellness?
6. Is the highest-paying job always the best career choice? Explain.</td>
<td></td>
</tr>
<tr>
<td>C. Demonstrating Knowledge and Skills</td>
<td>1. Finding Practical Application
OPTION 1: CAREER CONSULTANT CHALLENGE
Time Allotment: 30 mins.</td>
<td>Learners apply their understanding of workplace considerations by analyzing authentic job offers and recommending</td>
</tr>
</table>

	Materials
	● Career Consultant Worksheet
	● Job Offer Cards
	● Calculator (optional)
	● Presentation materials (manila paper, slides, or infographic template)
	Teacher Procedure
	1. Divide the class into groups of four to five.
	2. Tell learners that they will serve as Career Consultants tasked with helping a recent graduate choose the most suitable job offer.
	3. Distribute the Job Offer Cards.
	4. Instruct groups to analyze each offer and determine which one best supports long-term career success.
	5. Let each group prepare a recommendation supported by evidence from the workplace considerations discussed in class.
	6. Ask each group to present its recommendation to the class.
	Scenario
	A recent Senior High School graduate has received three job offers and seeks your advice.
	Job Offer A
	Position: Administrative Assistant
	● Employment Type: Permanent
	● Work Arrangement: Onsite
	● Monthly Salary: ₱25,000
	● Benefits:
	  ○ Health Insurance
	  ○ Paid Vacation Leave
	  ○ Paid Sick Leave
	  ○ Retirement Benefits
	● Work Schedule:
	  ○ Monday to Friday
	  ○ 8:00 AM–5:00 PM
	Job Offer B
	Position: Customer Service Associate
		the most suitable option for long-term career success. Literacy and Numeracy are integrated through the interpretation of workplace information, comparison of compensation and benefits, and evidence-based communication of recommendations. Science is integrated through consideration of occupational wellness and work-life dynamics, while EdTech may be incorporated through digital presentations or collaborative worksheets. This activity enables learners to transfer classroom learning to real-life career decision-making situations.

- Employment Type: Contractual (1 Year)
- Work Arrangement: Hybrid
- Monthly Salary: ₱32,000
- Benefits:
  - Transportation Allowance
  - Performance Incentives
- Work Schedule:
  - Monday to Saturday
  - Flexible Hours

Job Offer C

Position: Online Content Creator

- Employment Type: Self-Employment
- Work Arrangement: Remote
- Average Monthly Income: ₱40,000 (Income may vary)
- Benefits:
  - None provided
- Work Schedule:
  - Flexible Schedule

Learner Task

Step 1: Complete the Career Analysis Table

Workplace Consideration	**Offer A**	**Offer B**	**Offer C**
Employment Type			
Work Arrangement			
Compensation			
Benefits			
Work-Life Dynamics			
Possible Advantage			
Possible Challenge			

Step 2: Make a Recommendation

Ask the learners to answer the following:

1. Which job offer would you recommend?
2. What workplace considerations influenced your recommendation?
3. How might the recommended offer support:

	○ Career Growth ○ Financial Security ○ Occupational Wellness ○ Work-Life Balance **Step 3: Present Your Recommendation** Let each group deliver a **2-minute Career Consultant Report** explaining: "Based on our analysis, we recommend Job Offer _____ because..." **Processing Questions** **ASK:** 1. Did all groups recommend the same job offer? Why or why not? 2. Which workplace consideration had the greatest influence on your decision? 3. How can compensation and benefits affect financial security? 4. How can work arrangements influence occupational wellness? 5. Can a lower-paying job sometimes be a better career choice? Explain. 6. How do workplace considerations contribute to long-term career success? **2. Making Generalization** **OPTION 1: ONE-MINUTE CAREER INSIGHT** Complete: "The most important workplace consideration for career success is _____ because _____." Processing Questions: • What workplace consideration should never be ignored? • How do workplace considerations influence occupational wellness?	*Learners synthesize learning and communicate key insights. LNSE integration occurs through reflection, use of workplace information, wellness connections, and digital sharing* tools.
VI. ASSESSMENT *(Assessing Learnings)*	**Culminating Assessment: Career Decision Analysis** **Performance Task** **Scenario**	

	You are about to begin your career after graduating from Senior High School. You received three job offers and must decide which one best supports your long-term career goals and occupational wellness. Carefully analyze the workplace considerations in each job offer before making your recommendation. **Job Offer A** **Position:** Administrative Assistant ● Employment Type: Permanent ● Work Arrangement: Onsite ● Monthly Salary: ₱25,000 ● Benefits: o Health Insurance o Paid Vacation Leave o Paid Sick Leave o Retirement Benefits ● Work Schedule: o Monday to Friday o 8:00 AM–5:00 PM **Job Offer B** **Position:** Customer Service Associate ● Employment Type: Contractual (1 Year) ● Work Arrangement: Hybrid ● Monthly Salary: ₱32,000 ● Benefits: o Transportation Allowance o Performance Incentives ● Work Schedule: o Monday to Saturday o Flexible Hours **Job Offer C** **Position:** Online Content Creator ● Employment Type: Self-Employment ● Work Arrangement: Remote ● Average Monthly Income: ₱40,000 (Income may vary)

- Benefits:
    - None Provided
- Work Schedule:
    - Flexible Schedule

Directions

Analyze the three job offers and answer the tasks that follow.

Part I. Comparative Analysis

Complete the table below.

Workplace Consideration	Job Offer A	Job Offer B	Job Offer C
Employment Type			
Work Arrangement			
Compensation			
Benefits			
Work-Life Dynamics			

Part II. Written Analysis

Let the learners answer the following questions in 3–5 sentences each.

1. Which job offer provides the greatest employment stability? Explain.
2. Which job offer offers the greatest flexibility? Explain.
3. How do compensation and benefits differ among the three offers?
4. Which job offer best supports occupational wellness? Why?
5. How might each work arrangement affect work-life balance?

Part III. Recommendation

Ask the learners to write a **200–300-word Career Decision Analysis** answering the following question: Which job offer would you recommend for a graduate seeking long-term career success? Justify your recommendation by analyzing employment type, work arrangement, compensation, benefits, and work-life dynamics.

Scoring Rubric

Criteria	Excellent (20)	Satisfactory (15)	Developing (10)	Beginning (5)
Employment Type Analysis	Thoroughly analyzes employment type and clearly explains its impact on career success	Adequately analyzes employment type	Limited analysis provided	Minimal or inaccurate analysis
Work Arrangement Analysis	Thoroughly analyzes work arrangement and its implications	Adequately analyzes work arrangement	Limited analysis provided	Minimal or inaccurate analysis
Compensation and Benefits Analysis	Insightfully analyzes salary, incentives, and benefits using evidence	Adequately analyzes compensation and benefits	Limited analysis provided	Minimal or inaccurate analysis
Work-Life Dynamics Analysis	Thoroughly explains effects on occupational wellness and career success	Adequately explains effects	Limited explanation provided	Minimal or inaccurate explanation
Evidence-Based Recommendation	Recommendation is logical, well-supported, and uses multiple workplace considerations	Recommendation is supported by some evidence	Recommendation has limited support	Recommendation lacks evidence

Total: 100 Points

VII. REFLECTION
(Feedback and Continuous Improvement)

A. Teacher's Reflection

Reflect on the implementation of the lesson by answering the following questions:

1. Which learning activity most effectively enabled learners to analyze workplace considerations and their influence on career success? What evidence supports your evaluation?
2. Among the workplace considerations discussed (employment type, work arrangement, compensation, benefits, and work-life dynamics), which did learners find most difficult to analyze? What factors may have contributed to these difficulties?

	3. In what ways did the integration of Literacy, Numeracy, Science, and Educational Technology enhance learners' engagement and deepen their understanding of the concepts? 4. To what extent were learners able to justify their recommendations using evidence from workplace scenarios and job offers? What classroom observations support your assessment? 5. What misconceptions, learning gaps, or challenges became evident during the lesson, and how did these affect learners' ability to achieve the intended outcomes? 6. Based on your observations and assessment results, what instructional strategies or interventions would you recommend to strengthen learners' understanding and performance in succeeding lessons? **B. Learners' Reflection** Let the learners complete the following statements: 1. One important insight I gained about workplace considerations is _____. 2. The workplace consideration I consider most important for my future career is _____ because _____. 3. After analyzing different job offers, I realized that _____. 4. If I were choosing a job today, I would prioritize _____ because _____. 5. I can apply what I learned in this lesson when I _____.
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used ChatGPT to prepare and organize the ideas. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

Content/Topic	Career Advancement	**Lesson Exemplar**	6

I. OBJECTIVES	
A. Content Standard	The learners value the importance of career planning based on the understanding of the different factors affecting the development of career competence.
B. Performance Standard	The learners design a career action plan aligned to their personal values, interest, skills, and workplace aspirations.
C. Learning Competencies	Analyze the importance of workplace considerations on career success.
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	● Coursera Enterprise. "Business Productivity: What It Is and How to Improve." Coursera Blog, 2024. https://www.coursera.org/enterprise/articles/business-productivity. ● LaborLaw.ph. "Discipline and Dismissal of Employees." LaborLaw.ph, 2025. https://laborlaw.ph/discipline-and-dismissal-of-employees/. ● Rutgers University Human Resources. *Employee Discipline: Information for Supervisors*. Rutgers University. Accessed June 24, 2026. https://uhr.rutgers.edu/employee-discipline-information-supervisors. ● Slack. "Top Strategies for Improving Business Productivity." Slack Blog, 2024. https://slack.com/blog/collaboration/top-strategies-improving-business-productivity. ● DepEd Strengthened SHS Curriculum Guide • TESDA Online Program • Coursera Career Development Articles • YouTube Career Advancement Videos Materials: • Laptop or cellphone • Internet connection • Projector or television • Bond paper • Markers

	• Meta cards • Activity sheets • Google Forms • Canva or PowerPoint • Calculator	
III. CONTENT *(Sequencing Content)*	**Career Advancement** 1. Training 2. Coaching and Mentoring 3. Promotion	
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	At the end of the lesson, the learners are expected to: 1. analyze the importance of training, coaching, mentoring, and promotion in career success; 2. examine how workplace considerations affect employee growth and professional development; 3. interpret workplace-related situations and numerical data related to career advancement; 4. express insights about workplace considerations through oral and written responses; and 5. differentiate the roles of training, mentoring, and promotion in achieving career success.	
V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** **OPTION 1: DIGITAL CAREER POLL** 1. Before the class starts, prepare a digital poll using Google Forms, Mentimeter, or Kahoot. 2. Present the following question: "Which do you think is MOST important for career success?" 3. Ask learners to answer the poll individually using their mobile phones. 4. Present the results using graphs or percentages. 5. Ask learners to observe and interpret the data. 6. Process learners' answers using guide questions. Guide Questions: • Which answer received the highest percentage? • Why do you think many learners selected that answer? • How do these factors contribute to career success?	*This activity activates learners' prior knowledge through interactive participation. It integrates literacy through oral discussion, numeracy through interpretation of graphs and percentages, and EdTech through digital polling applications.*

	OPTION 2: CAREER LADDER THINK-PAIR-SHARE In this activity, learners draw a "career ladder" which include stick figure climbing steps. Each step represents what a person needs to advance in his/her chosen career. Instructions: 1. Ask the learners to imagine that a career is like climbing a ladder. Each step represents progress or growth in one's career. 2. Distribute bond papers or ask them to draw in their notebooks a simple ladder with 5–6 steps. 3. Instruct learners to label each step with what they think a person needs to do to advance in their career (e.g., finishing school, training, learning new skills, gaining experience, finding a mentor, getting promoted). 4. After drawing, they will share their ladders with a partner (Think-Pair) and then share insights with the class (Share). Processing Questions: ASK: 1. What steps did you write that help someone move up in their career? 2. Which of these do you think is most important? Why? **OPTION 3 CAREER PATH JUMBLE** Present scrambled letters on the board and let learners, in pairs, unscramble the words and briefly define them based on their initial understanding. INSTRUCTIONS: 1. Write the following scrambled terms on the board or project them:	*This activity serves as a cognitive bridge, connecting the learners' existing vocabulary and life experiences to the new concepts. It is an engaging and collaborative start that builds on prior knowledge.*

	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 2. Instruct the learners to form pairs. Their primary task is to quickly unscramble the four terms **(Training, Coaching, Promotion, Mentoring).** 3. Once the words are unscrambled, ask pairs to write down a one-sentence definition of each term based purely on their existing knowledge or assumption. They should also quickly brainstorm how one of these terms relates to their current SHS track. 4. Conduct a brief open discussion using the guide questions: a. What do these words mean to you? b. How are they related to your future career? c. Have you seen these in real life, maybe with your parents or guardians? **2. Establishing the Purpose of the Lesson** **OPTION 1: MY FUTURE WORKPLACE** 1. Present the learning objectives to the class. 2. Ask learners to imagine themselves working in their dream profession. 3. Ask learners to write a short reflection answering: "What workplace environment will help you succeed in your future career?" 4. Encourage learners to include training, mentoring, and promotion opportunities in their responses. 5. Call selected learners to share their answers. **OPTION 2: THINK AHEAD** Present the lesson's objectives and performance tasks.	*This activity establishes the relevance of the lesson by connecting workplace considerations to learners' future aspirations.*

	Say: "By the end of this lesson, you will not only understand how people get ahead in their careers, but you will also create a plan for yourself. Ask: Why do you think it is important to have a plan for your future career? **OPTION 3: QUICK SURVEY POLL** Learners vote on which they think is most important: skills, training, mentoring or promotion and ask them why.	*This part sets clear expectations and provides a strong sense of purpose. By linking the objectives to a personal, real-world task (creating a plan), it motivates learners and answers the "why" behind the lesson.*
B. Instituting New Knowledge	**1. Presenting Examples** **OPTION 1: CASE ANALYSIS WITH DATA INTERPRETATION** 1. Divide the class into three groups. 2. Give one workplace scenario to each group. 3. Ask learners to identify the workplace considerations involved. 4. Ask learners to analyze the effect of workplace consideration on career success. 5. Let learners interpret the numerical data included in the scenario. 6. Ask each group to present their answers. CASE A – TRAINING Before Training – 12 errors After Training – 3 errors Guide Questions: ASK: 1. How many errors were reduced? 2. What does the data show about the importance of training?3. How does training contribute to career success?	*This activity develops analytical thinking, reading comprehension, collaboration, and numeracy skills through interpretation of workplace scenarios and numerical data.*

	CASE B – MENTORING Projects Completed: January – 2 February – 5 Guide Questions: ASK: 1. How many more projects did Juan complete? 2. How did mentoring improve work performance? 3. Why is mentoring important in the workplace? CASE C – PROMOTION Cashier Salary – ₱15,000 Supervisor Salary – ₱32,000 Guide Questions: ASK: 1. What does the salary increase? 2. How does promotion motivate employees? 3. Why do employees strive for promotion? **OPTION 2 CASE TO CASE** In this activity, let the learners analyze real workplace scenarios to identify how training, coaching/mentoring, and promotion affect career advancement and recommend practical employer/employee actions. INSTRUCTIONS: 1. Remind learners of the lesson purpose: to explore how training, coaching & mentoring, and promotion support career growth. 2. Reconnect to the earlier Career Ladder activity and say: "Today we'll examine short stories showing how people move up the ladder or get stuck in the ladder."	*The use of a relatable, real-life example provides context and sparks interest. This is a concrete illustration that makes the abstract concepts of career advancement more tangible for the learners.*

	Let the learners read the assigned case study silently and underline key facts. Let them underline one sentence that shows the main problem and one sentence that shows the result. 3. Let each group discuss among themselves the answers to the following questions: ● What responsibility was missing or handled well? ● Which step on the career ladder does this ● example related to? What specific action(s) would you recommend? 4. Allow representatives from each group discuss the salient points of their discussion in the class. Sample Cases Case A — Training Carla, an IT staff member, completed an online certification in network security. She applied new practices that reduced system downtime. Her manager noticed and gave her more complex tasks and a lead role in a small project. Case B — Coaching & Mentoring Juan was paired with a senior engineer who reviewed his designs, gave feedback, and provided checklists for complex tasks. Juan's error rate dropped, and he completed projects faster. Case C — Promotion Liza worked for 3 years as a cashier. She took initiative	

	to train new hires, volunteered for overtime, and led on-floor problem solving. Management promoted her to shift supervisor. **OPTION 3 From REELS to REAL** Show a short video or read a brief case study about a successful professional who advanced in their career. The example should highlight how the individual used training, a mentor, or a specific promotion to achieve their goals. For example, a story of an employee who started as a trainee and worked their way up to a manager **2. Discussing New Concept** **OPTION 1: THINK–PAIR–SHARE** 1. Discuss the concepts of training, coaching and mentoring, and promotion. 2. Explain their importance in career success. 3. Pair learners with a classmate. 4. Ask pairs to discuss the following: • Which workplace consideration is most important? • How can these considerations affect employee growth • **Training**: What are the different types of training? (e.g., formal workshops, on-the-job training, online courses). • **Coaching and Mentoring**: What is the difference between a coach and a mentor? Why are they important? • **Promotion:** What are the criteria for promotion? How can one prepare for it? 5. Call selected pairs to share their answers. After the discussion, let the learners work in pairs to	*This activity promotes collaborative learning and strengthens learners' communication and analytical skills.* *This activity involves explicit teaching and guided exploration. The "Think-Pair-Share" strategy encourages peer interaction and deepens understanding.*

discuss their personal insights and then share them with the class.

OPTION 2 CONCEPT MAPPING

- Guided discussion on the definitions and differences among training, coaching/mentoring, and promotion.
- The teacher provides a concept map highlighting connections.

This activity strengthens learners' analyzing skills by examining relationships between workplace considerations and career success.

3. Developing Mastery
OPTION 1

1. Prepare workplace situations related to training, coaching, mentoring, workplace culture, work-life balance, and professional relationships. Print them on strips of paper or project them on the screen.
2. Divide the class into small groups.
3. Assign one workplace situation to each group.
4. Instruct the groups to identify the workplace consideration presented and analyze how it may influence an employee's career success.
5. Ask learners to complete the analysis chart below:

Workplace Situation	**Workplace Consideration Identified**	**Evidence from the Situation**	**Possible Effect on Career Success**

6. Allow each group to present their analysis.

	7. Facilitate a class discussion by comparing the different workplace considerations and their impact on career success. 8. Conclude the activity by emphasizing that workplace considerations can either support or hinder professional growth and career advancement. Processing Questions: ASK: 1. Which workplace consideration had the greatest effect on employee success? 2. How do workplace support systems improve employee performance? 3. Why should employers provide opportunities for employee growth? **OPTION 2: SCENARIO ROLE-PLAY** Present three different scenarios on the board, each representing one sub-topic (training, coaching, promotion) ● **Scenario 1 (Training)**: A new IT graduate needs to learn a new programming language for a project. ● **Scenario 2 (Coaching/Mentoring)**: A learner leader struggles with public speaking and seeks advice. ● **Scenario 3 (Promotion):** An employee wants to apply for a promotion to a supervisory role. In groups of four, let the learners choose one scenario and role-play a solution, demonstrating their understanding of the concepts.	*The activity integrates literacy by requiring learners to read and interpret workplace scenarios, identify relevant information, justify their classifications, and communicate their analyses through written responses and oral presentations.*

	Provide feedback to the learners and use this as a formative assessment. **OPTION 3: WORKPLACE CONSIDERATION SORTING AND ANALYSIS** Procedure: 1. Prepare scenario cards describing workplace situations involving training, mentoring/coaching, and promotion opportunities. 2. Divide learners into small groups. 3. Distribute the scenario cards to each group. 4. Ask learners to sort the scenarios into the appropriate category: Training, Mentoring/Coaching, or Promotion. **Directions:** Read each workplace scenario. Sort it into the correct category (**Training**, **Mentoring/Coaching**, or **Promotion**) and analyze how it can contribute to career success. **Scenario Card 1** Maria attends a three-day workshop on digital marketing organized by her company to improve her technical skills and knowledge. **Category:** Training **Scenario Card 2** A newly hired employee regularly meets with an experienced supervisor who provides guidance, advice, and feedback on workplace challenges. **Category:** Mentoring/Coaching	

	Scenario Card 3 After consistently exceeding her performance targets, Angela is assigned as Team Leader and given additional responsibilities. **Category:** Promotion **Scenario Card 4** The company requires all employees to participate in a seminar on workplace safety and emergency preparedness. **Category:** Training **Scenario Card 5** John's manager observes his work and provides suggestions on how he can improve his communication and leadership skills. **Category:** Mentoring/Coaching **Scenario Card 6** Because of his excellent work performance and leadership potential, Carlo is promoted from Sales Associate to Sales Supervisor. **Category:** Promotion **Scenario Card 7** Employees participate in a customer service skills program to improve their interactions with clients. **Category:** Training **Scenario Card 8**	

	An experienced employee shares career advice and strategies with a younger colleague to help him achieve his professional goals. **Category:** Mentoring/Coaching **Scenario Card 9** After several years of dedicated service and strong performance, Lea receives a higher position and salary increase. **Category:** Promotion **Scenario Card 10** A company sends its employees to a certification course to help them acquire specialized knowledge needed for their jobs. **Category:** Training **Scenario Card 11** A department head regularly meets with a staff member to discuss career plans and identify opportunities for professional growth. **Category:** Mentoring/Coaching **Scenario Card 12** Due to her outstanding achievements and leadership skills, Grace is appointed as the new department manager. **Category:** Promotion	

<table>
<tr>
<td></td>
<td>Analysis Chart
<table>
<tr><th>Scenario No.</th><th>Category (Training, Mentoring/Coaching, Promotion)</th><th>How does this workplace consideration support career success?</th></tr>
</table>
Allow groups to share their answers and explain their reasoning.

Facilitate a discussion on how different workplace considerations contribute to employee growth and career advancement.</td>
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<tr>
<td>C. Demonstrating Knowledge and Skills</td>
<td>1. Finding Practical Application
OPTION 1: Career Interview Simulation
Let the learners work in pairs, with one acting as an interviewer and the other as a job candidate. The "candidate" must answer questions about their career aspirations and how they plan to use training, mentoring, and promotion to achieve their goals. The "interviewer" will provide constructive feedback.
OPTION 2: CAREER INTERVIEW SIMULATION
Instructions:
1. Pair learners.
2. One learner acts as interviewer while the other acts as applicant.
3. The interviewer asks questions related to career advancement.
4. The applicant answers using complete and organized responses.
5. Learners switch roles afterward.
6. Call selected pairs to present in class.</td>
<td>This stage involves transferring knowledge to an authentic context. This activity acts as a scaffold for the final performance task by simulating a real-world situation.

This activity transfers learning into real-life situations through role-playing and communication.</td>
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	Sample Questions: • What training do you think is important in your chosen career? • Why is mentoring important in the workplace? • How can promotions motivate employees? **2. Making Generalization** **OPTION 1: CAREER MAP** Ask the learners to create a simple "Career Map" on a sheet of paper. Let them draw their current position (as a learner) and then map out their desired career path, including specific points where they might need to seek training, find a mentor, and aim for a promotion. Facilitate a discussion on the importance of having a strategic plan for career advancement. **OPTION 2: ANALYSIS WEB** Instructions: 1. Draw a large web diagram on the board. 2. Write "Career Success" at the center. 3. Ask learners to identify workplace considerations connected to career success. 4. Ask learners to explain how each consideration affects employee growth. 5. Summarize learners' answers afterward.	*This reflective activity helps learners synthesize the key takeaways and draw personal conclusions. It reinforces the main concepts of the lesson.* *This activity helps learners synthesize concepts and examine relationships among workplace considerations and career success.*
VI. ASSESSMENT *(Assessing Learnings)*	**OPTION 1 MY CAREER ADVANCEMENT PLAN** Let the learners individually complete a worksheet that prompts them to: • Identify their dream career. • List the skills and knowledge required for that career. • Outline a training plan (what courses or skills to learn). • Identify a potential mentor (person or professional field).	

Enumerate the promotions or milestones they need to reach. This worksheet will be collected and assessed based on the clarity and feasibility of the plan.

Rubric for Career Advancement Plan:

Criteria | Excellent (10–9) | Satisfactory (8–7) | Developing (6–5) | Beginning (4–below)

Content & Relevance | Covers training, mentoring, promotion with clear strategies | Covers most with some clarity | Covers partially | Incomplete/vague
Practicality | Realistic and aligned to goals | Mostly realistic | Somewhat realistic | Unrealistic
Reflection | Insightful and personal | Some insight | Minimal reflection | None

OPTION 2: CAREER SUCCESS REFLECTION ANALYSIS
Instructions:
Ask the learners to write a short analysis answering the following questions:
1. Why is training important in career success?
2. How does mentoring improve employee performance?
3. Why do promotions motivate employees?
4. Which workplace consideration do you think is most important? Why?"

Grade their output by the given rubric below:

Criteria	5 - Advanced	4 - Proficient	3 - Developing	2 - Beginning
Analysis of Workplace Considerations	Provides insightful and accurate analysis of all workplace considerations. Clearly explains how each contributes to career success.	Provides accurate analysis of most workplace considerations with clear explanations.	Provides limited analysis with some explanations that lack depth or clarity.	Provides minimal or inaccurate analysis with little explanation.
Use of Supporting Reasons	Supports ideas with relevant and convincing reasons or examples.	Supports ideas with relevant reasons.	Provides few supporting reasons or examples.	Provides little or no supporting reasons.

	Critical Thinking and Reflection	Demonstrates thoughtful reflection and clearly justifies the most important workplace consideration.	Demonstrates reflection and provides adequate justification.	Provides limited reflection and weak justification.	Shows little reflection and no clear justification.
	Organization and Clarity of Ideas	Ideas are well-organized, coherent, and easy to understand.	Ideas are generally organized and understandable.	Ideas are somewhat organized but may be unclear in parts.	Ideas are disorganized and difficult to understand.

VII. REFLECTION *(Feedback and Continuous Improvement)*	**Teacher Reflection Questions:** 1. Were learners able to analyze workplace considerations effectively? 2. Which activity best developed analytical skills? 3. Which activity best integrated literacy and numeracy? 4. Which EdTech tool engages learners the most? 5. What intervention should be provided to struggling learners?
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used ChatGPT to utilize it as a supplementary instructional design tool to assist in organizing lesson components. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

Content/Topic	Observing Appropriate Workplace Behavior	**Lesson Exemplar**	7

I. OBJECTIVES	
A. Content Standard	The learners value the importance of career planning based on the understanding of the different factors affecting the development of career competence.
B. Performance Standard	The learners design a career action plan aligned to their personal values, interests, skills, and workplace aspirations.
C. Learning Competencies	Examine the importance of desirable work behaviors that impact the development of career competence
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	● Cambridge Dictionary. "Cambridge Dictionary." Accessed June 24, 2026. https://dictionary.cambridge.org. ● CareerOneStop. "Workplace Etiquette." U.S. Department of Labor. Accessed June 24, 2026. https://www.careeronestop.org. ● Department of Education. *Work Immersion Manual for Senior High School*. Pasig City, Philippines: Department of Education, 2017. https://www.deped.gov.ph. ● Glencoe Education. *Interpersonal Relationships at Work*. New York: Glencoe McGraw-Hill, n.d. ● Guffey, Mary Ellen, and Dana Loewy. *Essentials of Business Communication*. 11th ed. Boston, MA: Cengage Learning, 2021. ● High School Transition Skills. "Workplace Etiquette (Face-to-Face, Phone, Email)." ConnectCenter Lesson Plans. Accessed June 24, 2026. ● Merriam-Webster. "Merriam-Webster Dictionary." Accessed June 24, 2026. https://www.merriam-webster.com. ● Mind Tools. "Personal Grooming and Appearance at Work." Accessed June 24, 2026. https://www.mindtools.com. ● Robles, Maricel M. "Executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace." *Business Communication Quarterly* 75, no. 4 (2012): 453–465. ● Shutterstock. "Respect in the Workplace." Accessed June 24, 2026. https://www.shutterstock.com/search/respect-workplace. ● Virginia Tech Center for Excellence in Teaching and Learning. "Case Study or Problem Solving." Accessed June 24, 2026. https://teaching.vt.edu.
III. CONTENT *(Sequencing Content)*	I. Observing Appropriate Workplace Behavior A. Workplace Etiquette 1. Punctuality and attendance

	2. Appearance and grooming 3. Respect in the workplace 4. Workplace decorum 5. Responsibility and accountability Workplace communication (etiquette, phone etiquette, communication channels, data privacy)	
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	By the end of the lesson, learners will be able to: 1. Identify desirable work habits and etiquette that promote professionalism; 2. Demonstrate appropriate oral, written, and digital communication skills in simulated professional environments; and 3. Examine the ways in which punctuality, respect, and accountability foster positive relationships and harmony within the workplace.	
V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** **Option 1:** **Activity: "Proper or Not?" – Workplace Behavior Photo Challenge** **Show the Pictures (15-20 mins)** One at a time, show the learners photos depicting a workplace scenario. Examples:   	(*Activating Prior Knowledge – 15 to 20 minutes)* *The teacher will present pictures of the given examples one by one.* ○ *A person talking on the phone loudly in a shared office* ○ *Two co-workers shaking hands* ○ *Someone wearing slippers and shorts in a corporate office* ○ *A person helping a colleague with his/her task* ○ *Eating at the work desk during a meeting* ○ *Coming late to work*

	   https://freegen.app/ After showing each photo: ● Ask learners to raise their hands or use a metacard card with a written “Proper” or “Not Proper” responses. ● Alternatively, have them write their answers on a worksheet ● Optionally, call on a few learners to explain their answer. Prompt the processing activity by asking the processing questions. **Processing Questions (10-15 mins)** ● Why is the 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 colleague?	*The teacher will present the mechanics of the activity…* *Wrap-Up (5 mins)* *Summarize key takeaways about professionalism, behavior, and respect in the workplace.* ***Other Options:*** ● *Divide learners into groups and let them **create their own skit** or draw pictures showing workplace behavior.* ● *Use real-life news stories or viral videos (school-appropriate) as case studies.* *This activity builds on learners’ real-world observations or media exposure and helps them differentiate proper and improper etiquette before diving into formal definitions and examples.* *The teacher facilitates a short discussion by asking:* ● *“Have you seen similar behaviors in real life or in the media?”* ● *“Why do you think these*

	Option 2: **ACTIVITY: "Spot the Workplace"** **Materials Needed:** Printed or projected illustrated workplace scenarios (or simple written role-play cards), chart paper, whiteboard markers or sticky notes. **Instructions:** Scenario Presentation (5 mins): ● Present 2–3 short scenarios to the learners (either illustrated or written) showing various workplace behaviors. ● Present each scenario with proper and improper workplace etiquette. Example Scenario #1 (Written): *"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."* Divide the learners into small groups, and ask them to: ● Identify behaviors that violate workplace etiquette. ● Point out any positive actions. ● Suggest what the person should have done differently. **Sharing & Discussion (5 mins):** Let the learners synthesize their work and let one representative from each group share their work in the class. **2. Establishing the Purpose of the Lesson** **Processing Questions**:	*behaviors are considered inappropriate?"* ● *"How do small actions affect workplace relationships?"*

	ASK: ● Why is it important to know proper workplace etiquette? ● What happens to the workplace if employees come to work late? ● What is the implication of constant absenteeism in the workplace?	
B. Instituting New Knowledge	**1. Presenting Examples** Show some pictures that illustrate absenteeism and tardiness to work. Let the learners reflect on each picture.   https://freegen.app/ **Processing Questions**: ASK: ● What do you notice about the person who is running late? ● What is the impact of tardiness in the workplace in general? ● Why is it important to dress appropriately at work, and how does it affect the perceptions of professionalism? ● How does showing respect to co-workers improve teamwork? ● How can inadequate workplace etiquette harm a	*The teacher will present some pictures related to coming late and absenteeism in the workplace. Facilitate the activity and ask the learners to reflect on each picture.*

	company's reputation? ● What are some common mistakes to avoid in workplace communication, both online and in person? **2. Discussing New Concept** UNLOCKING OF DIFFICULT TERMS Instruction: Ask the learners verbally to use the given words into a sentence. a. TARDINESS e. ABSENTEEISM b. PUNCTUALITY f. CONSEQUENCE c. MORALE g. HABIT d. GROOMING h. WORKPLACE **The Importance of Punctuality and Attendance** Punctuality and attendance are not just school requirements—they are essential components of professional behavior in the workplace. As Senior High School learners prepare to transition from school to employment or higher education, it is vital to understand how being on time and consistently present reflects one's attitude, commitment, and reliability. **Workplace etiquette** refers to the code of conduct that governs social behavior in professional environments. Among the most valued aspects of this etiquette are punctuality and regular attendance. Employers across industries emphasize these traits because they affect productivity, teamwork, and overall organizational success. **1. What is Workplace Etiquette?** Workplace etiquette refers to the expected behavior and manners of employees within a professional setting. It includes communication style, dress code, respect for others, and time management—especially punctuality and	*Annotation: The teacher will give the meaning of each word presented.* *a.TARDINESS - The act of being late or not arriving on time to work, school, or other scheduled events.* *b. PUNCTUALITY - The habit of being on time or arriving at the correct or agreed-upon time.* *c. MORALE - The overall attitude, confidence, and satisfaction of a person or group, especially in a workplace or team setting.* *d. GROOMING - The practice of maintaining a neat, clean, and professional appearance, including hygiene, dress, and personal care.* *e. ABSENTEEISM - Frequent or habitual absence from work or school without a valid reason.* *f. CONSEQUENCE - The result or effect of an action or behavior—can be positive (a reward) or negative (a punishment).* *g. HABIT - A regular practice or behavior that is done automatically,*

	attendance. 2. **Why is Punctuality Important in the Workplace?** ● Builds Trust and Reliability: Arriving on time signals that you are dependable. ● Shows Respect for Others' Time: Being punctual respects your coworkers' and the employer's time. ● Affects Team Workflow: Delays caused by tardiness can disrupt meetings, production, or customer service. ● Enhances Professional Image: Time-conscious employees are seen as more professional and prepared. **3. Why is Regular Attendance Crucial?** ● Ensures Productivity: Regular attendance ensures that tasks are completed on time and goals are met. ● Supports Team Collaboration: Absences can lead to gaps in communication and workflow. ● Reflects Commitment: Showing up daily demonstrates a strong work ethic. ● Avoids Disciplinary Action: Many companies have strict policies; repeated absences can lead to warnings or termination. **4.Consequences of Poor Punctuality and Attendance** ● Verbal or written warnings ● Loss of trust or poor performance reviews ● Missed promotions or job opportunities ● Termination or non-renewal of contracts ● Negative impact on team dynamics **5. Real-World Application for SHS Learners** ● In programs like Work Immersion, punctuality and attendance are often assessed and reported to partner companies. Learners who demonstrate professionalism may receive better evaluations,	*often without thinking.* *h. WORKPLACE - The physical or virtual location where a person performs their job or work duties.* *The teacher will emphasize the importance of Punctuality and Attendance. Punctuality and attendance are fundamental to workplace success. These habits, when developed early, contribute to a positive work ethic and help build a reputation as a reliable and respectful employee. For SHS learners, these values are not just academic expectations—they are essential life skills that employers greatly value.*

	recommendations, or even job offers. **The Significance of Professional Appearance and Personal Grooming in the Workplace.** In today's competitive work environment, **professional appearance** and **personal grooming** are essential elements of workplace etiquette. They not only reflect an individual's professionalism but also influence first impressions, workplace relationships, and career advancement. As SHS learners prepare for immersion and future employment, understanding the significance of presenting themselves appropriately is crucial. Employers often consider appearance and grooming as indicators of attitude, reliability, and respect for the workplace. **1. What is Professional Appearance?** Professional appearance refers to the way an individual dresses and presents themselves in a work environment. It includes clothing, footwear, accessories, and overall cleanliness. ● Follows company dress code or industry standard (e.g., business, formal, business casual, uniforms) ● Neat, clean, and well-fitting clothes. ● Minimal and appropriate accessories or makeup. **2. What is Personal Grooming?** Personal grooming involves practices that maintain cleanliness and good hygiene, which are essential in any professional setting. Includes: ● Regular bathing ● Hair grooming and styling ● Clean nails and hands ● Oral hygiene ● Use of deodorant/perfume (in moderation)	

3. Why Appearance and Grooming Matter in the Workplace?

- Creates a Positive First Impression: You often only get one chance to make a good first impression—your appearance speaks before you do.
- Builds Confidence: Proper grooming can boost self-esteem and confidence, helping one perform better.
- Demonstrates Respect and Professionalism: Being well-groomed shows that you take your role seriously and respect your workplace.
- Influences Career Advancement: Employers often associate neat appearance with reliability and leadership potential.
- Enhances Workplace Relationships: A clean and professional appearance can lead to better communication and collaboration.

Industry Examples

- Corporate/Office Jobs: Business formal or smart casual attire, clean and ironed clothes, neutral makeup
- Hospitality & Tourism: Uniforms, polished appearance, clean shoes, and friendly demeanor
- Healthcare: Scrubs or uniforms, short nails, no strong scents, high hygiene standards

5. Professionalism Beyond Appearance

- While grooming is important, it must be paired with positive behaviors—such as punctuality, respect, and responsibility—to truly reflect professionalism.

The Value of Respect in the Workplace

Respect is the act of valuing other people by treating them with kindness, fairness, and consideration. It means

	acknowledging their rights, opinions, and contributions, regardless of differences in background, position, or beliefs. This are some Identify behaviors that shows respect and disrespect at work: **Behaviors that Show Respect at Work** ● Listening attentively when others speak. ● Using polite words (please, thank you, excuse me). ● Acknowledging and appreciating others' efforts. ● Being punctual in meetings and tasks. ● Respecting personal space and property. ● Accepting differences in culture, opinions, or background. ● Giving constructive feedback instead of criticism. ● Helping colleagues when needed. **Behaviors that Show Disrespect at Work** ● Interrupting or talking over others. ● Using rude or offensive language. ● Ignoring or dismissing colleagues' ideas ● Gossiping or spreading rumors. ● Being habitually late or unprepared. ● Taking credit for someone else's work. ● Showing favoritism or discrimination. ● Refusing to cooperate with teammates. **The Value of Good Digital Citizenship** Good digital citizenship and netiquette are essential in fostering professionalism in the workplace because they	

	reflect an individual's respect, responsibility, and ethical behavior in online interactions. Practicing digital citizenship means using technology appropriately and responsibly by respecting privacy, protecting data, and communicating with integrity. Employees who demonstrate these traits create a trustworthy digital environment, maintain the organization's reputation, and prevent issues such as data breaches, misinformation, or online conflicts. In essence, being a good digital citizen ensures that technology supports productivity and ethical conduct. Moreover, proper netiquette, including good social media behavior, enhances professionalism by promoting clarity, respect, and positive relationships among colleagues. Employees should avoid "flaming" or posting hostile messages, refrain from using all capital letters (which can appear as shouting), and ensure that their posts and comments reflect respect and professionalism. Using courteous language, maintaining a professional tone and thinking before posting are key practices. Whether through emails, video meetings, or social media. Platforms, observing these principles helps avoid misunderstandings and promotes a culture of civility, collaboration, and accountability in the workplace. **Processing Questions:** **ASK:** ● Why is work etiquette important in maintaining professionalism and respect in the workplace? ● How can poor online behavior, such as flaming or using all caps in messages, affect teamwork and communication? ● What are some examples of respectful and professional language that should be used in workplace emails or chat messages? ● How should employees respond to misunderstandings	

	or conflicts that occur in online communications? ● In what ways can employees demonstrate good digital citizenship when using the company's social media accounts? ● How can personal social media behavior outside work affect one's professional image and the organization's reputation? **3. Developing Mastery** **Option 1: Oral Recitation** **Processing Questions**: **ASK:** ● Cite some examples of proper grooming in the workplace. ● Why are punctuality and attendance important in promoting professionalism? ● How does respectful communication affect workplace relationships? ● What role does active listening play in professional etiquette? ● In what ways can professionalism impact opportunities for career advancement? ● Which workplace behaviors hold the greatest significance during conflicts?	
D. Demonstrating Knowledge and Skills	**1. Finding Practical Application** **Option 2: "Respect and Professionalism Slogan and Poster Making"** ● Divide the learners into groups and let each group create a poster or slogan about good workplace etiquette. ● Let each group display their posters in the classroom. Let the class do a gallery walk to view their outputs. **Purpose**: Encourages creativity and promotes etiquette awareness.	*Activities (Optional for Lesson Exemplar)* ● *Role-Playing: Learners act out proper vs. improper grooming and workplace scenarios.* ● *Grooming Checklist: Learners create a personal daily grooming checklist.* ● *Dress Code Analysis: Learner's research and*

Rubric for Poster and Slogan Activity

Rubric for Poster or Slogan: Good Workplace Etiquette

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; enhances 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 that 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: "Writing a Professional Email"

- Let the learners draft an email utilizing the email options provided by the teacher through Google Docs or Microsoft Word. The available options include:

present the dress code for a career of their choice.

The teacher includes the significance of appearance and grooming in the workplace. Professional appearance and personal grooming are vital aspects of workplace success. These traits are reflections of one's character, values, and respect for the organization. For SHS learners entering the professional world, these habits set the tone for a successful and respectable career.

The teacher will ask reflective questions:

- *"Why is respect important in maintaining good workplace relationships?"*
- *"How does punctuality reflect your professionalism?"*
- *"What grooming habits show you are ready for work? The teacher will choose the following options:*

1. *Group the class into three according to their interest and skills which differentiated activities are applied.*
2. *Let them choose what activity or skill they will prefer; it could be in a group or individual activity.*

Learners will demonstrate

a. Meeting reminder/schedule
b. Leave request email
c. Apology for tardiness/absenteeism

Rubric for Drafting and Utilizing Email

Rubric for Drafting and Utilizing Email Using Google Docs or Microsoft Word

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.

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	Message is clear, concise, relevant, and fully addresses the purpose of the email.	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 that do not affect understanding.	Several errors that somewhat affect readability.	Numerous errors that interfere with understanding.	_____
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	Document is polished, visually appealing, and ready for professional use.	Document is neat and generally professional.	Document shows some issues in organization or appearance.	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

2. Making Generalization

Option 1: Discussion Wrap-Up
Ask reflective questions such as:

understanding of appropriate workplace behaviors and etiquette through varied outputs suited to their learning preferences and skill levels.

1. Why is respect important in maintaining good workplace relationships?
2. How does punctuality reflect your professionalism?
3. What grooming habits show you are ready for work?

Let the learners share their answers, and the class creates a collective summary.

Option 2: Exit Ticket (Quick Assessment)
Before leaving class, require each learner will share their takeaway by finishing this sentence:

> *"One key takeaway about workplace etiquette that I will apply in real life is…"*

E. Evaluating Learning

Option 1: "Letter to My Future Self"
Let the learners write a short note in a piece of paper to their future working self-using this line:

> ***"When I start working, I will always remember to…"***

This reinforces personal commitment to workplace etiquette.

Option 2: Reflection Journaling:
Let the learners write a short reflection in their activity sheet using these guide questions:

> Why is proper grooming important for teenagers?
> How does it affect your confidence and social relationship?

	Option 3: Career Competence Infographic Activity Let the learners articulate the connection between work behaviors and career success through the medium of data visualization. **Procedure:** Let the learners perform a straightforward survey regarding the work behaviors that employers prioritize. They must collect and count the responses and eventually develop an infographic that illustrates: 1. The most valued work behaviors 2. The significance of career competence 3. Desirable Work Behaviors Highlighted: Initiative Organization Creativity Responsibility **F. ADDITIONAL ACTIVITIES** **Differentiated Activities:** **1. For Visual Learners / Creative Learners** **Activity Title: Poster Design: Do's and Don'ts in the Workplace using "Canva" or "Microsoft PowerPoint "as online tools.** **Task:** Create an illustrated poster showing at least 5 workplace etiquette both for "do's" and "don'ts". Use visuals and icons. **Goal:** Visualize proper behavior in a professional setting. **2. For Verbal / Linguistic** **Activity Title: Interview Simulation** **Task:** The learners will act as "Human Resource"	

	Manager. They will evaluate applicants through a "Simulation Interview". **Goal:** The goal is to evaluate how applicants demonstrate workplace etiquette through spoken interaction. 3. **For Analytical / Independent Learners** **Activity** **Title: Salary Deduction Computation** **Task: P**rovide data for the learners to calculate. The data are number of tardiness and absenteeism in the workplace. Let the learners calculate salary deductions based on tardiness and absenteeism of an employee according to the company's salary deduction policy. **Goal:** Reflect on the impact of punctuality and accountability.	

Rubric for Poster Design Activity

Rubric for Poster Design: Do's and Don'ts in the Workplace

Tool Used: Canva or Microsoft PowerPoint
Task: Create a digital poster showing appropriate Do's and Don'ts in the Workplace

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	Message is very clear, well-focused, and immediately understandable.	Message is clear but may lack strong emphasis in some areas.	Message is somewhat unclear or requires effort to understand.	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.	_____
Mechanics (Grammar, Spelling, Punctuation)	No errors in grammar, spelling, or punctuation.	Few minor errors that do not affect understanding.	Several errors that slightly affect readability.	Frequent errors that interfere with understanding.	_____
Professionalism and Presentation	Final output is polished, professional, and ready for public presentation.	Presentation is neat and generally professional.	Presentation shows limited refinement.	Presentation is unfinished or lacks professionalism.	_____

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

Rubric for Simulation Interview

Task Title: "Human Resource Manager" Simulation Interview
Performance Task: Evaluate applicants through a simulated job interview focusing on workplace etiquette and professional communication

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 formal tone) consistently.	Demonstrates good etiquette with minor lapses in professionalism.	Shows inconsistent etiquette; some informal or inappropriate responses.	Lacks workplace etiquette; responses are inappropriate or unprofessional.	____
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.	Limited use of 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

Salary Deduction Computation (Tardiness and Absenteeism)

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.

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 misunderstanding.	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 provided.	_____
Final Answer Presentation	Output is well-organized, neat, and clearly presented with correct labels and formatting.	Presentation is clear with minor formatting issues.	Presentation is somewhat disorganized or difficult to follow.	Presentation is unclear, messy, or incomplete.	_____

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)

VI. ASSESSMENT
(Assessing Learnings)

"Workplace Role-Play"

Divide the class into 3 groups and give them some examples of workplace scenarios to present in front; the presentation must showcase the different strategies in addressing workplace behavior.

SCENARIOS:
Group 1: Arriving late to a team meeting vs. arriving on time and prepared
Group 2: Two employees disagree politely vs. arguing disrespectfully
Group 3: An interviewee dresses properly vs. one with poor grooming habits.
Expected Outcome:

The learners will collaborate to demonstrate correct workplace decorum and reflect on the importance of professionalism.

Workplace Role-Play Rubric:

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Role Understanding	Clearly understands and accurately portrays the assigned role; shows deep awareness of workplace context and responsibilities.	Understands the role with minor lapses in realism or accuracy.	Shows partial understanding of the role; may confuse some responsibilities.	Lacks understanding of role; performance is unrealistic or confusing.
Communication Skills	Communicates clearly, confidently, and professionally; tone and language are appropriate to the workplace.	Communicates clearly but may have minor lapses in tone or professionalism.	Communication is somewhat unclear or informal; lacks workplace tone.	Poor communication; unclear, inappropriate, or unprofessional language.
Problem-Solving and Decision-Making	Demonstrates excellent critical thinking; provides practical and realistic solutions.	Shows logical thinking and attempts good solutions with minor flaws.	Provides limited or somewhat unrealistic solutions.	Unable to offer or explain a solution effectively.
Teamwork and Interaction	Actively collaborates, listens, and responds effectively to others;	Works well with others, with minor lapses in collaboration.	Participates but has limited interaction or cooperation with peers.	Rarely collaborates; disrupts or ignores others in the group.

	shows leadership when appropriate.			
Professionalism and Attitude	Shows strong work ethic, respect, confidence, and positive attitude throughout the role-play.	Maintains professionalism with minor lapses.	Shows some professionalism but is occasionally inappropriate or disengaged.	Lacks professionalism; disrespectful or uninterested behavior.
Creativity and Initiative	Adds originality and thoughtful details to enhance the scenario; goes beyond expectations.	Shows some creativity; adds relevant but simple details.	Minimal creativity or initiative; performance lacks engagement.	No creativity or effort shown; performance appears unprepared.

Total Score: /24

Rating Scale:

- 22–24 = Outstanding
- 19–21 = Very Good
- 15–18 = Satisfactory
- 12–14 = Needs Improvement
- Below 12 = Poor

Option 2: Written Work.

Directions: Read each question carefully. Choose the **letter** of the best answer and write it on the space before each number.

_____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 respect workplace rules B. Punctuality alone is enough to show professionalism C. **The employee shows punctuality but lacks of 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 problem occurred? A. **Lack of feedback**

	B. Too much clarity C. Over-communication 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 on 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
VII. REFLECTION *(Feedback and Continuous Improvement)*	**For teachers:** ● What are the challenges my learners encountered during the lesson? ● Did my learners actively participate in all the class activities that I prepared? ● What could I have done differently?
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used freegen app and ChatGPT in order to generate images, correct grammar and provide appropriate rubrics. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

Content/Topic	A. Observing Appropriate Workplace Behavior B. Management of Workplace Resources	**Lesson Exemplar**	8

I. OBJECTIVES	
A. Content Standard	The learners value the importance of career planning based on the understanding of the different factors affecting the development of career competence.
B. Performance Standard	The learners design a career action plan aligned to their personal values, interests, skills, and workplace aspirations.
C. Learning Competencies	Examine the importance of desirable work behaviors that impact the development of career competence
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	● Activ Trak. (2023). How to Avoid Distractions at Work: 10 Tips for Managers ● Applying Stewardship Leadership That Impacts Employee Work Attitudes to Reduce Voluntary Turnover - ProQuest," n.d. https://www.proquest.com/docview/3057563078?fromopenview=true&pq-origsite=gscholar&sourcetype=Dissertations%20&%20Theses. ● Business News Daily. (2021). Breaks Are the Key to High Productivity. ● Chamberlain, Pam, and Adien Dubbelboer. Read, Think, Write: Writing in University, 2023. https://doi.org/10.15215/remix/9781998944026.01. ● Comparison of work efficiency in factory workers: pre & post COVID lockdown – a cross sectional study, 23, Article 939. ● Davidson, Jeff. 11 Ways to Avoid Distractions at Work. Breathing Space Institute, 2009.Google Search. (n.d.). Retrieved September 29, 2025, https://www.google.com/search?q=types+of+pedagogy&sca_esv=c55f59b0c8990bbc&source=hp&ei=M6vYaM7PIcub4EP5smxuQk&iflsig=AOw8s4IAAAAAaNi5Q_JmO_47ljQ5QmP2vobiAo5sXgs0&safe=active&ssui=on ● Hamouche, Salima. "Human Resource Management and the COVID-19 Crisis: Implications, Challenges, Opportunities, and Future Organizational Directions." Journal of Management & Organization 29, no. 5 (April 19, 2021): 799–814. https://doi.org/10.1017/jmo.2021.15. ● Journal of Applied Research on Industrial Engineering - Page Not Found," n.d. https://www.journal-aprie.com/article_135455.html%20http://jurnal.unidha.ac.id/index.php/jteksis/article/view/872. ● Ying, Mingqiong Mike Zhang, Miles M. Yang, and Yue Wang. "Sustainable Human Resource Management Practices, Employee Resilience, and Employee Outcomes: Toward Common Good Values." Human Resource Management 62, no. 3 (November 15, 2022): 331–53. https://doi.org/10.1002/hrm.22153.

	● Miles. How to Stay Focused: 7 Easy Steps to Master Mental Focus, Self-Discipline, Work Concentration & Avoiding Distractions, 2020 ● Honey, Niamh. "EU Financial Market Regulation a Decade from the Financial-Crisis-Era Reforms: Crisis, certainty, and Capacity." Yearbook of European Law 42 (April 1, 2023): 169 https://doi.org/10.1093/yel/yead008. ● Ramos, R. B., Balatero, M. F. T., Cagape, E. M., & Guray, C. B. M. (2024). Strategies for Resource Management in the Department of Education: A Systematic Review of Efficiency and Effectiveness. Asian Journal of Education and Social Studies, 50(8), 100-116. https://doi.org/10.9734/ajess/2024/v50i81510 Asian Journal of Education ● Sustainable Human Resource Management Practices, Employee Resilience, and Employee Outcomes: Toward Common Good Values." Human Resource Management 62, no. 3 (November 15, 2022): 331–53. https://doi.org/10.1002/hrm.22153. ● Toole, Miles. How to Stay Focused: 7 Easy Steps to Master Mental Focus, Self-Discipline, Work Concentration & Avoiding Distractions, 2020. ● Voordt, T. van der, & Jensen, P. A. (2023). The impact of healthy workplaces on employee satisfaction, productivity and costs. Journal of Corporate Real Estate, 25(1), 29-49. https://doi.org/10.1108/JCRE-03- 2021-0012 Emerald ● Workplace Distractions Statistics Report 2024. WorldmetricsWHO Inc. (2025). 10 Proven Tips to Boost Office Productivity in 2025
III. CONTENT *(Sequencing Content)*	**A. Observing Appropriate Workplace Behavior** **B. Management of Workplace Resources** 1. Efficiency in the workplace 2. Stewardship of workplace resources (prioritization, allocation, optimization)
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	A. Identify strategies and ways to be efficient in the workplace; B. Explain how workplace efficiency affects productivity by citing examples from workplace situations; C. Demonstrate the value of teamwork by actively participating in group workplace scenarios and contributing to the achievement of shared goals; D. Differentiate prioritization, allocation, and optimization in managing workplace resources; and E. Analyze observable workplace behaviors that contribute to efficiency and productivity.

V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** **Option 1: Situational analysis** Present 3 scenarios in the workplace and let the learners choose 1 and suggest ways to make the work efficient and what are the steps on how to do it.	*This activity is designed to introduce learners to the key ideas they will explore in this lesson. It will help them to get ready and think about important concepts related to work efficiency and stewardship.*

	2. **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. 3. **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. 4. **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 **Processing Questions**: What issues may arise if tasks are not performed efficiently? What methods can enhance efficiency in this context? In what ways can collaboration assist in addressing the issue? What actions should employees exhibit to ensure the successful completion of the task? **Option 2: Analyze Me** **Instructions:** 1. Present 5 pictures showing different workplace	***Pedagogy:*** *Critical Pedagogy* ***Strategy 1:*** *Think-Pair-Share* *Present each scenario through text, visual, or video presentation.* *Ask the learners of the possible ways to be efficient.* *Teacher will ask the following questions:* a. *How can the pharmacist work efficiently while still ensuring every patient gets the right medicine and clear instructions?* b. *How would you use your creativity and preparation skills to make your class engaging even with a short break to set it up?* c. *Imagine being in the kitchen during rush hour—how would you use teamwork and creativity to serve delicious food quickly and efficiently?* *Possible response:* ***Hospital Pharmacy (Healthcare)*** ***Possible answers for Efficiency:*** *Prevents long queues, ensures patient safety and maintains smooth hospital flow.*

	situations. 2. Let each learner (or group) select one picture that interests them. 3. Let the learner describe what is happening in the photo and identify the possible work scenario. 5. Let them identify the workplace problem and suggest ways to improve efficiency. 6. Let the class discuss the different answers and highlight the best efficiency practices. **Images:** **Image 1**  **Image 2**  **Image 3**  **Image 4** 	***Classroom Preparation (Education) Possible answers for Efficiency*** *Saves time, keeps lessons on schedule, and maximizes learning time.* ***Restaurant Kitchen (Food Industry) Possible answers for Efficiency:*** *Ensures timely service, reduces errors, and keeps customers satisfied* ***Strategy 2:*** *Photo Analysis Strategy* 1. *Divide the class in groups.* 2. *Ask a representative from each group to choose a photo.* 3. *Provide 3 to 5 minutes for the group to discuss their suggestions.* 4. *A representative will share their suggestion.* *Highlight the best practices.*

Image 5



Image 1 - https://tinyurl.com/4wrynn49 Image 2 - https://tinyurl.com/3cxt6d5s Image 3 - https://tinyurl.com/kfxftn8w Image 4 - https://tinyurl.com/4rr9e59p Image 5 - https://tinyurl.com/y555dbam

Processing Questions:

What workplace behaviors depicted in the image either promote or obstruct efficiency?

Please elaborate on your reasoning. In what ways do the actions of the employees illustrated in the image influence the overall productivity of the workplace?

Evaluate which workplace practice shown in the image is the most effective or ineffective?

What evidence from the image substantiates your interpretation of the workplace scenario?

2. Establishing the Purpose of the Lesson

Discussion 1:

Pedagogy: *Responsive Pedagogy*
Strategy: *Guided discussion*

The teacher will start the discussion of the lesson through:

a. *Power point presentation*
b. *Visual Aids*
c. *Images*
d. *Video presentation*

A. Observing Appropriate Workplace Behavior
B. Management of Workplace Resources

1. Efficiency in the workplace

List of strategies and ways to improve efficiency in the workplace with references:

1. Take breaks to rest and reset the mind, which helps return to work with renewed energy.

	2. Establish realistic and achievable goals to manage steps and measure progress, promoting motivation and time management. **3.** Measure time spent on tasks to identify areas needing improvement and to use time-management skills effectively. **4.** Commit to deadlines to organize work processes, increase motivation, and develop efficiency skills. **5.** Concentrate on one task at a time to improve work quality and steady task completion. **6.** Create and maintain a daily routine that includes work tasks and self-care, forming productive habits. **7.** Design a relaxing and motivating work environment suited to individual preferences. **8.** Develop a healthy work-life balance by scheduling work to leave dedicated personal time. **9.** Organize to-do lists to prioritize tasks and plan action steps, which increases motivation and a sense of accomplishment. **10.** Minimize interruptions and distractions by creating quiet workspaces and scheduling focused work periods. **11.** Seek feedback from managers and team members to gain insights for improvement and develop new efficiency strategies. **12.** Create incentives and celebrate accomplishments to boost confidence and motivation.	

	Processing Questions: Which of these strategies do you consider to be the most effective in maintaining your productivity and motivation, and what is the reason for your choice? In what ways can you incorporate at least two of these techniques into your daily routine to enhance your time management and achieve a better work-life balance? What obstacles may arise when attempting to apply these strategies, and what methods can you employ to address them?	
B. Instituting New Knowledge	**1. Presenting Examples** 1. Presenting Examples **Option 1:** **The following are additional workplace efficiency improvement approaches** **1.** Promoting teamwork and collaboration for better communication and flow of information. **2.** Monitoring employees' time to increase focus and transparency. **3.** Investing in employee training for skill development. **4.** Accepting remote and hybrid work models for flexibility. **5.** Assigning tasks based on employee skills. **6.** Encouraging healthy working practices and using project management tools for organizing and tracking work.	*The teacher will use research-based best practices aside from the discussions. May use the following links to present.* ***Pedagogy:*** *Problem-Based Learning* ***Strategy:*** *Discussion of research-driven data* *The teacher will present and discuss through PPT, readings, visual aids, and text.* *Processing questions for Research-based practices* 3. *How does intrinsic motivation contribute to improving employee efficiency compared to external rewards like bonuses or incentives?*

	Processing Questions: How do teamwork, training, and task assignment work together to create a more efficient and motivated workplace? Which workplace efficiency strategy would be most effective in your future career, and why? If you were a team leader, what new approach would you design to improve productivity while keeping employees motivated? If you were to design a workplace policy, how would you promote intrinsic motivation to enhance overall organizational efficiency? ***Research-based practices*** The teacher will briefly discuss that employee motivation, collaboration, and proper management practices contribute to productivity and organizational success. 1. Compensation management refers to the intrinsic and extrinsic rewards that employees receive for performing their job. It encompasses monetary (base pay/bonuses) and non-monetary rewards (employee benefits) (Martocchio, Reference Martocchio, 2017). 2. Compensation can influence employees' motivation, performance (Safuan & Kurnia, Reference Safuan and Kurnia2021; Sembiring et al., Reference Sembiring, Fatihudin, Mochklas and Holisin, 2020), and retention (Elsafty & Ragheb, Reference Elsafty and Ragheb, 2020). 3. Focus on “doing good,” the SHRM-CGV emphasizes	4. *If you were to design a workplace policy, how would you promote intrinsic motivation to enhance overall organizational efficiency?*

	the human/social and environmental outcomes that contribute to organizational sustainability (Stahl et al., 2020; Voegtlin et al., 2022). **Processing Questions for Research-Based Practices:** How does intrinsic motivation contribute to improving employee efficiency compared to external rewards like bonuses or incentives? If you were to design a workplace policy, how would you promote intrinsic motivation to enhance overall organizational efficiency? 1. **Discussing New Concept** **Discussion 2** 2. Stewardship of workplace resources (prioritization, allocation, optimization) **Stewardship** means managing something entrusted to one's care with responsibility and care, recognizing an obligation to act ethically and consider future impact. In the workplace, this includes financial, human, physical, and informational resources. **Prioritization** means identifying the most critical tasks, projects, or needs and focusing resources on them first. It requires evaluating urgency, importance, and impact to ensure resources are used where they create the most value. **Allocation** refers to the distribution of available resources to different tasks or departments based on priorities. It involves planning the best use of funds, personnel, materials, and time to fulfill objectives without waste. **Optimization** focuses on maximizing the efficiency and productivity of resources, adjusting workloads, and reallocating resources dynamically to avoid bottlenecks	*The teacher will present another topic tailored from the first discussion.* ***Pedagogy:*** *Ethical and Values Based Pedagogy* ***Strategy:*** *Collaborative Discussion* *After discussing the new concept, the teacher will present a workplace scenario (see after the option 2 activity) and then explain each component such as* ***Prioritization*** *(the most important to do),* ***Allocation*** *(fair and equal distribution of resources), and* ***Optimization*** *(productive and efficient)*

and reduce waste.

Processing Questions:

How can you show responsibility when using resources entrusted to you at work or school?

When faced with limited time or materials, how do you decide what to prioritize first?

What simple actions can help you reduce waste and make better use of available resources?

2. **Developing Mastery**

Option 1:
"Comparative Activity" (Individual Activity)
Let the learners complete the comparison table. Provide activity sheets for the learners.

Concept	Meaning	Purpose	Workplace	Example
Prioritization				
Allocation				
Optimization				

Option 2:
Case Studies and Role Plays:
Let the learners simulate scenarios requiring prioritization and resource allocation of decisions to develop critical thinking and ethical stewardship.

The teacher will facilitate the activity through guided activity towards collaborative learning.

Pedagogy: *Collaborative learning*
Strategy: *Case Study Analysis*

The teacher will divide the class into small groups and then identify the stewardship components of each scenario given. (See the scenarios part) (A scoring rubrics is provided to be used by the teacher to objectively observe and assess the activity.)

	Instruction: 1. Form groups with 4–5 members. 2. Let the learners analyze the assigned workplace scenario. 3. Let them discuss the best solution using: ● prioritization, ● allocation, ● optimization, ● teamwork, ● and ethical considerations. **Option 3:** **<u>Reflection and Discussion (Individual activity):</u>** Promote understanding of stewardship values through discussions on ethical use, accountability, and teamwork in resource management. Instruction: Let the learners write a short discussion for each scenario towards ethics, accountability, and teamwork using prioritization, allocation, and optimization. (Refer to the scoring rubric). **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 role-play showing how your team	***Strategy:*** *Guided Reflection Writing, Scenario-Based Learning, Self-Assessment/Journaling* *The teacher will discuss the activity and guide the learners while they are doing their respective writings and making sure they follow set criteria for checking their output.*

	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 absent team members. **Audience:** Customers and co-workers. **Situation:** Several staff members 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 measures. **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.	

	Processing Questions: What issue is present in the workplace? Which tasks require prioritization? How ought resources to be distributed? What methods can enhance productivity? ● After the learner's presentation of the scenarios, let them create a journal reflecting their experience, the process of implementation, and their realization.	

Rubric for Reflection Journal Activity

Rubric for Reflection Journal Activity

Activity: Reflection Journal
Purpose: To assess learners' understanding, personal insights, and ability to connect lesson concepts to real-life situations.

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.	____

Scoring Guide

Total Score	Performance Level
18–20	Excellent
14–17	Proficient
10–13	Developing
5–9	Beginning

Total Score: _____ / 20

C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** **Option 1** **<u>Group Projects with Resource Management:</u>** Assign projects where learners must plan and allocate limited resources, optimize workflows, and report outcomes. **Option 2:** **<u>Stewardship Plans:</u>** Let the learners create and present a stewardship strategy for real or simulated workplace settings, focusing on prioritization and resource use. **Instruction for option 1 and 2:** a. Divide the learners into a small group. b. Provide limited materials for each group (e.g., paper, makers, coloring materials, and any available items). c. Let each group present their shared plan, how they will manage their resources, and challenges. Scenarios: Limited budget, Staff shortage, Saving energy, Shared equipment, 2 high-priority projects (Refer to the scoring rubric) 2. **Making Generalization** ***Option 1:*** **Think and Write** a. Why are appropriate workplace behaviors critical for career competence and success? b. In what ways can stewardship of workplace resources benefit both the individual employee and the organization? c. How can aligning personal values with workplace expectations enhance motivation and performance?	

d. What challenges might arise in managing workplace resources, and how can employees contribute to overcoming them?

Rubric for Think and Write Activity

Rubric for Essay Writing

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

Score Range	Performance Level
22–24	Outstanding
18–21	Very Satisfactory
14–17	Satisfactory
6–13	Needs Improvement

Option 2:

Daily Planner or Calendar Scheduling:

Instructions:

Read the instructions to the learners.

1. Begin by reviewing the tasks or activities you are required to complete for the day.
2. List each task in the Task/Activity column.
3. Assess the priority level for each task and classify it as follows:
   - High Priority – Tasks that are both urgent and important, which must be addressed first.
   - Medium Priority – Important tasks that should be undertaken after high-priority tasks.
   - Low Priority – Tasks that can be deferred or completed when time allows.
4. Estimate and document the Time/Duration required to finish each task.
5. As you accomplish your tasks, indicate the Status in the corresponding column with:
   - ✓ to signify that the task has been completed.
   - ✗ to indicate that the task remains unfinished.

6. In the Notes/Remarks column, note any observations, including challenges faced, reasons for delays, adjustments made, or achievements. Upon finishing the planner, take a moment to reflect on how the process of prioritizing and scheduling tasks has aided you in managing your time more effectively and enhancing productivity.

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

	Reflection Questions: Which tasks did you recognize as being of high priority? Please elaborate on your reasoning. Were you successful in completing all the tasks you had planned? Kindly provide an explanation. What obstacles did you face while adhering to your schedule? In what ways did prioritizing tasks assist you in managing your time and responsibilities? What enhancements can you implement in your future planning and scheduling endeavors? 3. Evaluating Learning **Option 1: Interview** **Instruction:** A. Select a family member who is employed in a professional capacity. B. Pose the following inquiries: 1. What strategies do you employ to maintain efficiency in your work? 2. How do you prioritize your tasks? 3. What is your top recommendation for remaining focused and productive? C. Pay close attention and make notes. Share what you learned with the class.	

	Option 2: **Buzz Session (Group)** **Instruction:** a. Conduct an interview with a professional worker and capture a brief video, answering these questions clearly and briefly: 1. How do you manage resources effectively to improve work efficiency? 2. What strategies do you use to prioritize tasks and responsibilities at work? 3. How do you practice ethical stewardship in your daily work activities b. After watching the video, have a small group discussion and share your thoughts. c. Present the summary of the interview in the class.	

Rubric for Option 1 and Option 2 Activities

Interview and Sharing Activity

Scoring Rubric

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.	____
Reflection and Learning Application	Demonstrates strong reflection and clearly explains how insights can be applied to personal or future work situations.	Provides adequate reflection with some application of learning.	Limited reflection; weak connection to personal application.	No reflection or application of learning shown.	____

Total Score: _____ / 24

Performance Levels

Score Range	Description
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)

	4. Additional Activities **Option 1: Research activity** **Instruction:** a. Choose a workplace or school-based office to observe b. Observe how people manage their time and resources efficiently. c. Collect data by interviewing workers or observing their routines and resources d. Identify good stewardship practices like sharing materials, reducing waste, or teamwork e. Write a short report summarizing what improves efficiency and supports stewardship. f. Present your findings to the class and suggest ways to improve resource use. (See the links of resources of the research-based practices toward efficiency and stewardship). **Option 2:** **Explore ICT** **Instruction:** a. Research online about work efficiency and stewardship in different industries. b. Use Google Docs or Slides to work with your group and make a presentation about what you found. Share your digital presentations with the class and discuss.	

Rubric for Option 1 Activity

Research Activity on Workplace Efficiency and Stewardship

Scoring Rubric

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 inadequately 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 understanding yet lacks depth or clarity.	Exhibits minimal or no comprehension 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 predominantly descriptive.	Lacks significant analysis or interpretation.	____
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 comprehensible, though it contains some minor issues.	The report exhibits some disorganization or lacks clarity in certain sections.	The report is inadequately 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

Score Range	Description
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 Activity on Work Efficiency and Stewardship

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, demonstrating a strong grasp of the subject during the discussion.	Ideas are presented clearly, albeit with some minor hesitation.	Ideas are somewhat ambiguous or lack confidence during the discussion.	There is an inability to articulate or discuss ideas clearly.	_____

Total Score: _____ / 16

Performance Levels

- **14–16** – Outstanding
- **11–13** – Very Satisfactory
- **8–10** – Satisfactory
- **4–7** – Needs Improvement

VI. ASSESSMENT *(Assessing Learnings)*	**Option 1:** **Summative Written Quiz**

	Multiple Choice: Read the statement carefully and choose 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 patients.** B. The teacher reviews lessons before the exam. C. The 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 the 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 chatting. 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. Key to correction: **Option 1:** **Summative Written Quiz** Multiple Choice: Choose the best answer 1. C 2. A 3. A 4. A 5. A 6. B 7. C 8. A. 9. B 10. B 11. B 12. C 13. A 14. C 15. B **Option 2:** **Summative Online Quiz** Note: Choose 1 app and transfer Option content to integrate ICT. Online App suggestion: Kahoot, Wordwall, and Google form

VII. REFLECTION
(Feedback and Continuous Improvement)

Consider the following reflective guide questions:

1. How am I using my time and resources wisely to be more efficient?
2. What actions do I take to show responsibility and care for shared resources?
3. How can I improve teamwork and ethical use of resources in my work or learning?

Scoring Rubric for the activities:

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.
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used ChatGPT in order to correct grammar and provide appropriate rubrics. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.			

Content/Topic	Understanding Factors Affecting Career Planning A. Skills, Interests, and Talents B. Academic and Skills Requirements	**Lesson Exemplar**	9

I. OBJECTIVES	
A. Content Standard	The learners value the importance of career planning based on the understanding of the different factors affecting the development of career competence.
B. Performance Standard	The learners design a career action plan aligned to their personal values, interests, skills, and workplace aspirations.
C. Learning Competencies	Demonstrate ability to incorporate physical activities that promote work-life balance.
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	Besimplywell.org. "Weekly Wellness Planner." Accessed September 24, 2025. https://besimplywell.org /weekly wellness-planner/. governmentevents.co.uk. "How Organizations Can Promote Work Life Balance in the Remote World." Accessed September 24, 2025. https://www.governmentevents.co.uk/ge-insights /how-organisations-can-promote-work-life-balance-in-the-remote world/ . "06.4_Lesson Plan Recreation and Leisure_TD." transitiondiscoveries.org. Accessed September 24, 2025. https://transitiondiscoveries.org/wp-content/uploads/docs/06.4_lesson-plan_recreation-and-leisure_TD.pdf . "Employee Engagement and Employee Physical Health Programs." meegle.com. Accessed September 24, 2025. https://www.meegle.com/en_us/topics/employee-engagement/employee-engagement-and-employee-physical -health programs. "How To Improve Work Life Balance." smartsheet.com. Accessed September 24, 2025. https://www.smartsheet.com/content/how-to-improve-work-life-balance . Plusoneworkplacewellbeing.com. "The Importance of Physical Activity and Exercise in the Workplace." Accessed September 24, 2025. https://www.plusoneworkplacewellbeing.com/the-importance-of-physical-activity-and-exercise-in-the-workplace/. "Promoting Work Life Balance." onlinemba.ku.edu. Accessed September 24, 2025. https://onlinemba.ku.edu/experience-ku/mba-blog/promoting-work-life-balance . qualtrics.com. "Employee Work Life Balance." Accessed September 24, 2025. https://www.qualtrics.com/experience-management/employee/employee-work-life-balance / risepeople.com. "Workplace Wellness Programs." Accessed September 24, 2025. https://risepeople.com/blog/workplace-wellness-programs/ . Work Life Balance – How to Balance Between Work and Your Personal Life. YouTube video, 3:43. Posted by Project Better Self, August 4, 2021.

	https://www.youtube.com/watch?v=BEhksY-DO1o.	
III. CONTENT *(Sequencing Content)*	Understanding Factors Affecting Career Planning A. Skills, Interests, and Talents B. Academic and Skills Requirements	
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	1.Explain the importance of physical activities in achieving work-life balance. 2.Identify different types of physical activities that support mental and physical well-being. 3.Create a personal weekly plan that incorporates physical activities for work-life balance. 4.Demonstrate selected physical activities that can be done at home, school, or work	
V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**Activating Prior Knowledge** OPTION 1: Fitness Memory Map on Padlet Objective: Learners recall and visualize past experiences with physical activities, then connect them to energy and work-life balance using a collaborative digital board. Setup in Padlet (Prior to Class) Teacher Preparation: • Create a Padlet board and choose the Canvas layout (recommended for mind maps). • Title the board: "Our Class Fitness Memory Map: Physical Activities". • Add the central post: "Physical Activities" with a bold icon or image. • Enable Comments and Reactions so students can interact with classmates' posts. • Share the Padlet link with students before the class meeting. Student Preparation: • Students should have already created or accessed their Padlet accounts before coming to school. • Students should ensure they can log in and access the class Padlet board prior to the activity.	*Note to the Teacher:* *The teacher will select one or two activities from the available options provided in this lesson.* *For the Fitness Memory Map activity on Padlet, this means ensuring that learners are familiar with basic physical activities and can reflect on their own experiences. The activity can be done individually or in small groups to encourage collaboration and peer learning. Learners should be encouraged to share their experiences openly through drawing, writing, or verbal sharing using the Padlet platform as an educational technology tool. Teachers should validate all contributions and emphasize that every form of movement, no matter how simple, is valuable for promoting wellness and balance.* *Since students are expected to have their* ***Padlet accounts set up and accessible before class****, no class time should be allocated for account creation or login troubleshooting. This allows the full 25-minute activity period to focus on content creation, reflection, and peer engagement.*

- Upon arrival in class, students should be ready to begin the activity immediately using their devices.

Student Instructions

Step 1: Create Your Branch

Click "+" to add a post.

Title your post with your name (e.g., "Maria's Map").

Create four branches using text boxes, connectors, or lists:

- Simple Exercises
- Structured Routines
- Sports
- Leisure Activities

Step 2: Populate and Rate

Under each branch, list 2–3 activities you have done or observed. For each activity, include:

Activity: Walking → Freq: 4x/week | Energy: 4/5

Upload a photo, GIF, emoji, or icon representing your favorite activity.

Step 3: Share and Reflect

Post a 4-sentence reflection in the comment section of your own Padlet post. Address the following:

- Which activity gives you the most energy?
- Which activity do you enjoy the most?
- How do physical activities help you stay healthy and productive?
- What activity would you like to do more often?

Implementation Details

Total Activity Time: 25 Minutes

Activity Phase	Time Allotment
Brief Orientation and Instructions	3 minutes
Creation of Fitness Memory Map	12 minutes
Reflection Writing	5 minutes
Peer Viewing, Reactions, and Comments	5 minutes
Total	25 minutes

	Presentation/Sharing Options
	Option A: Individual Sharing
	• Duration: 30–45 seconds per student
	• Students share:
	  ○ Their favorite activity
	  ○ Highest energy-rated activity
	  ○ One insight about physical activity and work-life balance
	Option B: Small Group Sharing (Recommended)
	• Group Size: 4–5 students
	• Duration: 2–3 minutes per group
	• Members briefly share one activity and one reflection insight.
	• The group identifies common themes.
	Option C: Gallery Walk
	• Students browse classmates' Padlet maps.
	• Leave at least one meaningful comment and one reaction on a peer's post.
	• The teacher facilitates a brief synthesis discussion afterward.
	Expected Output
	Each student should submit:
	✓ One completed Padlet Fitness Memory Map
	✓ Four branches (Simple Exercises, Structured Routines, Sports, Leisure Activities)
	✓ At least 2–3 activities per branch with frequency and energy ratings
	✓ One visual representation (photo, GIF, emoji, or icon)
	✓ One 4-sentence reflection comment
	✓ Participation in peer interaction through comments or reactions
	Processing Questions:
	  ○ Which category had the most activities for you? Why do you think that is?	

- Can you describe one physical activity that made you feel energized or refreshed?
- Was there an activity you included that you haven't done in a while? What stopped you from continuing it?
- How do these activities help you maintain balance in your daily life?
- Did you notice any patterns in the types of activities you enjoy most? What do they say about your preferences or lifestyle?
- How do you feel after doing physical activities compared to when you don't?
- What new activity from someone else's sharing would you like to try? Why?
- How can you include more movement in your daily routine, even in small ways?

Assessment Rubric: Padlet Fitness Memory Map

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Completeness of Fitness Memory Map (30%)	All four branches (Simple Exercises, Structured Routines, Sports, Leisure Activities) are	All four branches are present with minor missing details.	Only 2–3 branches are adequately completed.	One branch or several required components are missing.

	complete with 2–3 relevant activities each.				
Accuracy and Quality of Entries (20%)	Activities are appropriate and all frequency and energy ratings are clearly and accurately recorded.	Most activities and ratings are complete and accurate.	Some ratings or activity details are missing or unclear.	Many entries are incomplete, inaccurate, or missing.	
Reflection and Connection to Wellness (30%)	Reflection demonstrates a deep understanding of how physical activities influence energy, health, productivity, and work-life	Reflection explains the relationship between activities and well-being with relevant examples.	Reflection shows limited understanding with minimal explanation.	Reflection is incomplete, unclear, or unrelated to the activity.	

This activity promotes active learning by combining physical movement with prior knowledge recall, allowing students to engage both mentally and physically. Through a quick poll and stand response system, learners are encouraged to reflect on their personal experiences with physical activity, wellness habits, and self-care practices in a simple and interactive way. The movement-based responses help increase student engagement, energy, and participation while reinforcing awareness of different types of healthy behaviors.
As students respond to each statement, they are given opportunities to briefly share their experiences, helping to build communication skills and peer learning. The teacher can use these responses to highlight patterns in students' lifestyles and guide a meaningful discussion on the importance of maintaining balance between physical activity, mental wellness, and daily responsibilities. This activity serves as an effective bridge to deeper discussions on work-life balance, health awareness, and the role of intentional movement in overall well-being.

For the Career Connection Brainstorm, this means ensuring that learners are able to reflect on their personal experiences and relate physical activities to real-world career skills. Group work allows learners to collaborate, share diverse perspectives, and build on each other's ideas.

	balance.			
Organization and Visual Presentation (10%)	Padlet post is highly organized, visually appealing, and includes meaningful visuals (photo, GIF, emoji, or icon).	Padlet post is organized and includes appropriate visuals.	Organization or visual elements are somewhat limited.	Post lacks organization and visual support.
Participation and Peer Interaction (10%)	Actively engages by posting comments/reactions and contributing positively to peer learning.	Participates appropriately through comments or reactions.	Limited interaction with classmates.	No evidence of participation in peer interaction.

OPTION 2: Quick Poll & Stand (Questioning + Movement) Objective: Engage learners physically while recalling prior knowledge.

Instructions:

- Read out statements like:
- "I've done stretching exercises this week."
- "I play a sport regularly."

	• "I use physical activity to relieve stress." • "I've tried a structured workout like yoga, Zumba, or gym training." • "I enjoy leisure activities like dancing, hiking, or biking." • "I feel more focused or energized after being physically active." • "I pray before I start my day." • "I inhale/exhale to calm my nerves." • "I keep my body healthy by doing exercise and eating a healthy and balanced meal." • "I read books to feed my mind with knowledge." • "I keep my body healthy by taking multi-vitamins like vitamins C.." • Learners stand up if the statement applies to them. • After each statement, ask a few learners to briefly share their experience. • Use their responses to transition into the importance of work-life balance. **Why it works**: It activates memory, encourages movement, and sets the stage for deeper learning. **OPTION 3**: **Career Connection Brainstorm** **Objective:** To help learners connect physical activities to essential career skills and competencies, reinforcing the importance of work-life balance in professional success. **Instructions**: 1.**Introduction:** • Begin by asking the class: "How can physical activity help you succeed in your future career?	*The teacher will facilitate the "Move If You…" icebreaker by selecting relatable statements and clearly explaining the activity, offering both movement and hand-raising options to accommodate all learners. The pace should be light and encouraging, with optional sharing to promote connection. This activity applies the Inclusive Design Framework by providing multiple ways to participate, ensuring accessibility, and creating a safe, judgment-free space where all learners feel included and valued.*

	• Briefly explain that physical wellness supports mental clarity, discipline, teamwork, and stress management—all important for career competence. **2. Group Formation:** • Divide learners into small groups of 4–6 members. • Assign each group a workspace and provide materials. **3. Brainstorming Session:** • Ask each group to brainstorm answers to the question: "How can physical activities help you succeed in your future career?" • Encourage them to think of: • Personal experiences • Skills developed through physical activity (e.g., leadership, time management) • Benefits like reduced stress, improved focus, better health • Groups write their ideas on manila paper or sticky notes. **4.Presentation:** • Each group presents their top 3 ideas to the class. • Encourage creativity—groups can act out, draw, or explain their ideas. **5.Class Discussion & Connection:** • Highlight recurring themes (e.g., discipline, teamwork, stress relief). Use their input to introduce or reinforce the concept of work-life balance and how physical wellness contributes to career readiness.	

	2.Establishing the Purpose of the Lesson **OPTION 1** **ACTIVITY 4: Icebreaker Activity – "Move If You..."** **Purpose:** To energize learners, build classroom rapport, and activate prior knowledge about physical wellness and work-life balance. **Before the Activity:** **1.Prepare a List of Statements** Use statements that relate to physical activity, wellness, and emotional well-being. Examples: • "Move if you exercised this week." • "Move if you feel stressed lately." • "Move if you've tried yoga or stretching." • "Move if you've played a sport in the last month." • "Move if you've taken a break to relax this week." • "Move if you've played basketball outdoors in the last month." • "Move if you've gone jogging, running or walking in a park recently." • "Move if you've tried playing pickleball." • "Move if you've ridden a bicycle for exercise or recreation." • "Move if you've danced to a TikTok trend." • "Move if you've helped with household chores such as sweeping, mopping or cleaning." • "Move it if you've joined a fitness challenge or workout routine online." • "Move if you've played volleyball, badminton, or other recreational sport this year." • "Move if you've chosen to take the stairs instead of the elevator or escalator. • "Move if you've spent at least 30 minutes being physically active in a single day this week."	

	The teacher may also include these additional wellness-related statements: "Move if you drank enough water today." "Move if you got at least 7-8 hours of sleep last night." "Move if you spent time outdoors this week." "Move if you took a break from gadgets to rest your eyes." "Move if you did an activity that helped you feel calm or relaxed this week. **2. Set Expectations** • Tell learners: "This is a movement-based icebreaker. I'll read a statement, and if it applies to you, step forward or raise your hand. If not, stay where you are." **During the Activity:** **1.Read Each Statement Clearly** • Pause after each one to allow learners to respond. • Keep the pace light and engaging. 2.**Observe and Encourage** • Acknowledge responses with positive reinforcement: "Great! Lots of you took time to relax this week—awesome! **3.Optional Sharing** • After a few statements, ask: "Would anyone like to share what activity they did and how it helped them feel?" **Discussion Prompt (After the Icebreaker):** Transition into the lesson by asking: "Why do you think physical activity is important for your future career and personal life?" Encourage learners to connect their experiences to:	*The teacher will read or narrate "The Week That Wore Me Out" clearly and engagingly, using printed copies, visuals, or audio to support diverse learners. Afterward, learners will discuss processing questions through verbal, written, or group sharing. This inclusive approach offers multiple ways to engage, represent, and express ideas, fostering a safe space where all contributions are valued and learners explore physical wellness and work-life balance.*

	• Stress management • Focus and energy • Building discipline and routine • Long-term health and productivity **Why This Activity Works:** • Builds engagement and movement early in the lesson • Activates prior knowledge and personal experience • Sets the stage for deeper exploration of work-life balance and physical wellness **OPTION 2: Short Story: "The Week That Wore Me Out"** **Jessa**, a college student, 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 students 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. **Processing Questions:** 1. What happened to Jessa, Mark, and Ana when they ignored their physical health? 2. How did their 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?	
B. Instituting New Knowledge	Presenting Examples OPTION 1: 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 ✓Answer: b)	*Learners will first respond individually during the session. Afterward, the teacher may invite selected learners to share how they managed their emotions in response to the situations presented in the activity* *This activity is a scenario-based, multiple-choice formative assessment designed to help students choose the physical activity that best supports work-life balance. It promotes contextual learning by encouraging learners to*

	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 ✓ Answer: c) 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 ✓ Answer: b) 4. A teacher wants to model healthy habits for students. 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 ✓ Answer: b) 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 ✓ Answer: c) 6. A manager wants to support work-life balance during a busy season. What physical activity can be encouraged without disrupting productivity?	*apply problem-solving skills in familiar and meaningful scenarios.*

	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 ✓ Answer: b) 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 ✓ Answer: a) 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 ✓ Answer: b) 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 ✓ Answer: b) 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 ✓ Answer: b) OPTION 2: Interactive Matching Game – Physical Activity & Its Benefits Objective: To reinforce understanding of different types of physical activities and their impact on work-life balance through an engaging and interactive matching exercise. Instructions for Teachers: 1. Prepare the Materials • Create cards or slides with two sets: • Set A: Types of physical activities (e.g., Stretching, Team Sports, Yoga, Walking, Dancing, Aerobics) • Set B: Corresponding benefits (e.g., Reduces tension, builds social connection, improves focus and calm, Boosts energy, enhances mood, Strengthens the body) 1. Introduce the Concept • Briefly explain how different physical activities support work-life balance. • Emphasize that each activity has unique benefits that contribute to mental, emotional, and physical well-being. 3. Game Setup Options: • Individual Matching Worksheet: Students draw lines between activities and benefits. • Group Card Game: In small groups, students match physical activity cards with benefit cards.	*The teacher facilitates the Interactive Matching Game on physical activities and their benefits using accessible materials like printed cards or digital tools. Learners work individually or in groups, connecting activities to wellness outcomes through movement, visuals, and discussion. This inclusive approach supports diverse needs by offering flexible formats for engagement and expression, while promoting understanding of physical wellness and work-life balance.*

- Digital Drag-and-Drop (if online): Use a slide or app where students drag activity icons to match with benefits.

4.Examples to include

Activity	Benefits
Stretching	Stretching
Reduces tension	Reduces tension
Team Sports	Team Sports
Builds social connection	Builds social connection
Yoga	Yoga
Improves focus and calm	Improves focus and calm

Processing Questions:

- Which activity do you enjoy most, and why?
- How do these activities help balance your school/work and personal life?
- Can you think of a time when physical activity helped you feel better or more focused?

Purpose of the Activity:

- Reinforces understanding through active participation
- Helps learners connect physical activity to real-life benefits
- Encourages reflection on personal wellness habits

OPTION 3

Testimonial Sharing – Why Physical Activity Matters

Objective: To help learners understand the real-life impact of physical activity on work-life balance by exploring personal stories and reflections.

Instructions for Teachers:

1. Introduce the Activity

   Begin by explaining that physical activity isn't just about fitness—it also affects mood, energy, focus, and stress levels. Real-life

	stories can help us see how these benefits play out in everyday situations. 2. Present Sample Testimonials Share a few short quotes or stories to spark interest: • *"I started walking every morning and noticed I'm more focused at work."* • *"Playing volleyball with my coworkers helped me manage stress and feel more connected."* • *"Doing yoga after work helped me sleep better and feel less anxious."* 3. Student Engagement Options Choose one or more of the following formats: • Pair or Group Discussion: Ask students to discuss what they learned from the testimonials. • Reflection Writing: Have students write their own short testimonial or respond to one they relate to. • Role Play or Skit: Let students act out a scenario based on a testimonial. • Gallery Walk: Post printed testimonials around the room and let students walk around, read, and leave sticky note reactions. 4.Processing Questions (Optional Prompts): • What do these stories tell us about the connection between physical activity and well-being? • Which testimonial do you relate to most, and why? • How might physical activity help you in your own school or work life? • What small changes could you make to include more movement in your routine?	*The teacher facilitates the Testimonial Sharing activity by introducing how physical activity supports emotional well-being, focus, and stress management. Learners engage with sample testimonials in various formats and choose how to respond—through discussion, writing, role play, or gallery walk. This inclusive approach offers flexible ways to engage, represent, and express ideas, fostering empathy and personal reflection in a safe, supportive space.*

	Purpose of the Activity: • Builds emotional connection and empathy • Encourages reflection and personal relevance • Reinforces the importance of physical activity in maintaining balance and wellness OPTION 4 Jumbled Wellness Words Challenge This activity is designed to reinforce the key vocabulary from the "A Comprehensive Guide to Work-Life Balance and Workplace Wellness" text. It serves as a quick, engaging review or an introductory hook. Objectives Students will be able to: 1. Define and correctly spell the core terminology related to work-life balance and workplace wellness. 2. Associate each term with its correct conceptual meaning, as derived from the text. Time Allotment • Introduction & Distribution: 5 minutes • Independent Work: 10–15 minutes • Review & Discussion: 10 minutes (especially the optional reflection) Total: 25–30 minutes Materials • Printed or projected copies of the "Jumbled Wellness Words Challenge" activity sheet. • Pens/Pencils. • The original text (optional, for reference). Procedure and Pacing	*The teacher introduces work-life balance and workplace wellness using varied formats—text, visuals, and digital content—to ensure accessibility. Learners connect with the topic through stories and interactive activities like games, testimonials, and discussions. Applying the Inclusive Design Framework, the lesson offers multiple ways to engage, represent, and express ideas, while fostering a respectful, flexible, and inclusive environment where all learners can explore how physical wellness supports personal and professional success.*

Step	Time	Instructions for teachers
Introduction	5 minutes	**Introduce the Purpose.** Explain that the activity is a fun way to test vocabulary mastery. Briefly remind students that understanding these terms is essential for grasping the overall concepts of workplace wellness and preventing burnout.
Independent Work	10-15 minutes	**Distribute:** Hand out the activity sheets. **Set the rules:** Instruct students to use the clue (definition) provided to help them to work independently first. **Monitor:** Circulate to provide encouragement but avoid giving direct answers.
Review & Correction	5 minutes	**Collective Checking**: Project the answer key or read the correct answers aloud. Have students self-correct or peer-correct. Briefly pause on any word that caused widespread confusion (e.g.,"ABSENTEEISM" or "HOLISTIC"
Reflection & Discussion	5-10 minutes	**Focus on Application:** Use the optional reflection question to transition from vocabulary recall to conceptual application. **Discussion Prompt:** "Choose one of the unscrambled words (e.g., Set Clear Boundaries or Burnout) and explain why it is the most crucial terminology for a manager to understand when trying to prevent employee burnout."

Answer Key (To be checked by the instructor)
1. WORK-LIFE BALANCE
2. WORKPLACE WELLNESS
3. BURNOUT
4. FLEXIBLE ARRANGEMENTS
5. ENDORPHINS
6. HOLISTIC
7. ABSENTEEISM
8. SET CLEAR BOUNDARIES
9. COGNITIVE FUNCTION
10. ASSISTANCE PROGRAMS

2. Discussing New Concept
OPTION 1
A Comprehensive Guide to Work-Life Balance and Workplace Wellness

	Understanding Work-Life Balance Work-life balance is the state of equilibrium where a person's professional demands and personal life are equally prioritized. Achieving this balance is crucial for an individual's well-being and is also essential for long-term employee performance. When people can manage their work and personal lives effectively, they experience numerous positive effects, including reduced stress and burnout, a heightened sense of well-being, and an overall more fulfilling life. For organizations, supporting employees in this endeavor is key to cultivating a healthier and happier workforce. Companies that prioritize this balance not only help prevent employee burnout but also foster an environment where employees are more motivated, engaged, and ultimately more successful. Best Practices for Promoting Workplace Wellness Creating a healthy work environment goes beyond just offering flexible hours. It involves a holistic approach that addresses employees' physical and mental health. The following are proven strategies for promoting overall workplace wellness: 1. Prioritize Employee Health • Promote Physical Health: Encourage physical activity by offering on-site fitness classes, gym memberships, or wellness screenings. Provide healthy snacks and meals, and host seminars on nutrition to help employees make better choices. • Support Mental Health: Offer access to professional counseling services and implement stress management programs, such as yoga or meditation classes. Cultivate a culture of open communication where employees feel comfortable	*The teacher introduces the activity by connecting vocabulary to workplace wellness concepts, activating prior knowledge (representation). Students independently unscramble wellness-related terms using definitions, promoting cognitive engagement and vocabulary retention (engagement). The teacher then facilitates a review, providing feedback and clarifying confusing terms.*

	discussing mental health issues without fear of stigma. 2. Encourage Work-Life Balance: • Incorporate movement into your daily routine. Try to include short physical activities throughout the day—such as stretching, walking, or light exercises. These help reduce stress, improve focus, and boost overall well-being. Examples: ✓ Start your morning with a 5-minute stretch. ✓ Take short walking breaks between tasks or meetings. ✓ Do desk-friendly exercises like shoulder rolls or leg lifts. ✓ Try a quick yoga or mobility session during lunch. ✓ End your day with a relaxing stretch to unwind. • Offer Flexible Arrangements: Provide flexible working hours, remote work options, or job-sharing opportunities to accommodate personal needs. • Set Clear Boundaries: Define and promote clear working hours. Discourage after-hours work to ensure employees can truly disconnect and recharge. This is particularly important for remote work policies to maintain a clear separation between work and home life. • Ensure Time Off: Actively encourage employees to use their vacation days and personal time for rest and relaxation. Promoting regular, short breaks throughout the day can also help prevent burnout and boost productivity.	

	3. Implement Effective Time Management and Support Systems • Teach Time Management: Train employees on skills like prioritization and delegation to help them manage their workloads efficiently and prevent feeling overwhelmed. • Provide Support Systems: Offer resources like childcare subsidies for working parents or employee assistance programs that provide support for personal and family issues, including financial or legal advice. • Encourage Personal Growth: Support employees' professional development through mentorship and training programs. Foster an environment where personal interests can blend with professional growth, for example, through team-building activities or wellness workshops. Integrating Physical Activity into the Workplace Physical activity is a powerful tool for enhancing employee health and productivity. Incorporating fitness into the workday can lead to numerous benefits for both employees and the company. Why Workplace Fitness Matters • Enhanced Productivity and Performance: Regular physical activity boosts cognitive function, leading to improved concentration, better memory, and greater efficiency. • Reduced Absenteeism and Healthcare Costs: Encouraging exercise helps mitigate the risks of health issues, resulting in fewer sick days and lower healthcare costs for the company. • Improved Mental Health: Exercise releases endorphins,	

	which are natural mood elevators, and helps reduce stress hormones. This contributes to a more positive workplace environment and better mental well-being. • Increased Engagement and Morale: When employers show they care about their employees' health, it fosters loyalty, engagement, and a sense of camaraderie. • Attraction and Retention of Talent: In today's competitive job market, companies that offer wellness benefits are more attractive to new talent and are more likely to retain existing employees. Strategies for a Successful Workplace Fitness Program To successfully promote physical activity, organizations should adopt a comprehensive approach: • Create a Fitness-Friendly Environment: This could include providing on-site fitness facilities, encouraging regular movement breaks, and promoting the use of stairs over elevators. • Offer Diverse Programs: Cater to different interests and fitness levels by organizing various group classes (e.g., yoga, Zumba), offering access to personal trainers, or providing virtual fitness options for remote employees. • Incorporate Fitness into Daily Routines: Suggest simple changes like walking meetings, stair challenges, or providing amenities (like bike racks and showers) to support active commutes. • Promote a Culture of Health and Wellness: Organize wellness challenges, offer incentives for participation, and provide	

	educational resources on the benefits of physical • activity. Lead by Example: Encourage company leaders to actively participate in fitness initiatives to set a positive example. Allow flexible scheduling so employees can fit exercise into their routines without compromising work responsibilities. By implementing these strategies, organizations can create a workplace culture that not only supports a healthy work-life balance but also fosters a more engaged, productive, and happy workforce. *OPTION 2* Move to Balance: Exploring Wellness Through Real-Life Stories Work Life Balance - How to Balance Between Work and Your Personal life https://www.youtube.com/watch?v=BEhksY-DO1o The teacher will present a short video that shows how physical activity can be part of a healthy, balanced lifestyle. This will help us understand how simple habits—like walking, stretching, or playing sports—can improve our well-being and support success in school, work, and life. 1. Watch the Video (During Viewing) • Play the video for the class. • Ask learners to take notes or observe: • What types of physical activities are shown? • How do the people in the video feel before and after the activity?	*The teacher plays a short video on work-life balance and physical activity, asking learners to note types of activities, feelings before and after, and key tips. After viewing, the class discusses what they observed and relates it to their own experiences. The teacher then explains key concepts and uses a visual aid to categorize activities, applying the Inclusive Design Framework by offering multiple ways to access, engage with, and express understanding of the lesson.*

	• What messages or tips are shared? 2. Guided Discussion (After Viewing) Use these questions to guide exploration: • "What physical activities did you see in the video?" • "How did those activities help the people feel more balanced or energized?" • "Can you relate to any of the situations shown?" • "What new ideas did you get for improving your own work-life balance?" 3. Connect to Key Concepts • Define and explain: • Work-life balance • Types of physical activities (simple, structured, sports, leisure) • Benefits: stress relief, focus, energy, emotional well-being • Use a visual aid or chart to categorize the activities from the video. OPTION 3: Topic: The Role of Physical Activity in Work-Life Balance 1. Definition of Work-Life Balance Work-life balance refers to the ability to manage your time and energy between work (or school) responsibilities and personal life in a way that promotes overall well-being. It means not being overwhelmed by work and still having time for rest, relationships, hobbies, and health. *Why it matters:* Without balance, people may experience stress, burnout, poor health, and reduced productivity. With balance, they feel more energized, focused, and fulfilled.	

	2. Benefits of Physical Activity Physical activity plays a key role in achieving work-life balance. It helps the body and mind stay healthy, which improves performance in both personal and professional areas. Key Benefits: • Mental Clarity: Exercise increases blood flow to the brain, improving concentration and decision-making. • Stress Reduction: Physical activity releases endorphins, which are natural mood boosters. • Productivity: Regular movement helps maintain energy levels and reduces fatigue, making you more effective at work or school. • Emotional Stability: Activities like yoga or walking can calm the mind and reduce anxiety. *Example:* A student who jogs in the morning may feel more alert and focused during class. 3. Types of Physical Activities To promote work-life balance, individuals can choose from various types of physical activities depending on their lifestyle, preferences, and available time. A. Simple Physical Exercises These are low-intensity activities that require minimal time, space, or equipment. They are ideal for busy individuals who need quick ways to refresh their body and mind during the day. • Examples: Stretching, walking, breathing exercises Benefits: Easy to do anywhere, quick stress relief, improves circulation B. Structured Exercise Routines These are planned and consistent routines that often follow a schedule. They require more commitment and may involve guidance from instructors or apps.	

	• Examples: Yoga, aerobics, gym workouts, home fitness programs • Benefits: Builds discipline, improves strength and flexibility, supports long-term health goals C. Sports Activities Sports involve physical exertion and often teamwork. They are great for social interaction and building interpersonal skills. • Examples: Basketball, volleyball, badminton, swimming • Benefits: Enhances teamwork, builds endurance, provides social interaction D. Leisure Activities These are enjoyable activities that combine movement with relaxation. They are often done during free time and help recharge the mind. • Examples: Dancing, hiking, biking, gardening • Benefits: Combines fun with movement, reduces mental fatigue, encourages creativity *Tip:* Even 15–30 minutes of physical activity a day can make a big difference in how you feel and perform. 3.Developing Mastery *Option 1* Scenario-Based Problem Solving - Wellness in Action Objective: To help learners apply their understanding of physical activities and work-life balance by analyzing real-life situations and proposing practical, wellness-based solutions. Instructions 1. Introduce the Concept	

	Explain that physical activity is a key strategy for maintaining balance between work, school, and personal life. In this activity, learners will explore realistic scenarios and suggest appropriate physical activity solutions. 2. Present Scenarios Share 3–5 short, relatable situations involving challenges like: • Burnout • Low energy • Poor focus • Stress • Lack of motivation Example Scenario: *"You feel tired and unfocused after lunch. You still have two hours of work left. What physical activity could help you recharge and stay productive?"* 3. Guide Learners Through Problem Solving • Ask learners to identify the problem in each scenario. • Encourage them to suggest one or more physical • activities that could help. Have them explain why their chosen activity is appropriate. 4. Modes of Engagement: • Individual Task: Learners write their responses in journals or worksheets. • Pair/Group Discussion: Learners collaborate to solve each scenario and present their ideas. • Role Play: Act out the scenario and demonstrate the chosen solution. • Interactive Board: Post scenarios around the room and let learners rotate and write their solutions.	

	Sample Scenarios for Practice: 1. *A student feels overwhelmed with assignments and hasn't moved all day.* 2. *An employee is irritable and distracted during meetings.* 3. *A teacher feels emotionally drained after a long week.* 4. *A parent struggles to find time for exercise while managing work and family.* 5. *A team member is disengaged and lacks motivation.* Processing Questions: • What physical activity would be most effective in this situation? • How does this activity support work-life balance? • Could this solution be applied regularly? Why or why not? • What other wellness strategies could complement this activity? Purpose of the Activity: • Encourages critical thinking and real-world application • Reinforces the connection between physical activity and well-being Supports formative assessment by observing how learners apply concepts **OPTION 2** **Wellness Strategy Swap – Learn from Your Peers** **Wellness Strategy Swap – Learn from Your Peers** **Objective:** To help learners reflect on their current wellness habits and collaborate with peers to discover new, practical ways to incorporate physical activities that support work-life balance.	

	Instructions for Teachers:
	1.Set the Purpose
	Explain that this activity is about learning from each other. Everyone has different routines, challenges, and strategies for staying well. By sharing, learners can discover new ideas and reflect on their own habits.
	2.Group Learners
	• Divide the class into **pairs or small groups** (3–4 members).
	• Each learner will take turns sharing their current wellness habits, including:
	  • Simple physical exercises they do (e.g., stretching, walking)
	  • Structured routines (e.g., gym workouts, yoga)
	  • Sports or group activities (e.g., basketball, dance)
	  • Leisure activities (e.g., hiking, biking)
	• Group Formation: Learners are divided into pairs or small groups (3–4 members).
	• **Group Discussion**: Each learner takes turns sharing their wellness habits (exercise, routines, sports, leisure activities).
	• **Time Allotment**: 10–12 minutes
	• **Group Sharing**: Each group summarizes their discussion and shares key points with the class.
	  ○ **Presentation Format:** Short oral report
	  ○ **Duration:** 2–3 minutes per group
	• **Teacher Synthesis:** Teacher highlights common wellness habits and connects responses to work-life balance. **Time**
		*The teacher guides learners in small groups to share and reflect on their wellness habits, encouraging peer-to-peer learning and collaboration. Learners engage through discussion, questioning, and written reflection, choosing how to participate and express insights. The IDF is applied by offering multiple means of **representation** (spoken and written sharing), **engagement** (peer interaction and choice of format), and **expression** (journaling, discussion, or presentation), creating an inclusive space where learners learn from diverse experiences and discover practical strategies for work-life balance.*

	Allotment: 5 minutes **Total Time:** Approximately 20–25 minutes • **Expected Presentation Format** Each group will present a **short oral report** that includes: § A summary of common wellness habits within the group § At least one example from each category: § Simple exercise § Structured routine § Sports or group activity § Leisure activity § One shared insight about how these activities support work-life balance. **3.Swap Strategies** After sharing, group members will **suggest improvements or new ideas** to each other. • Encourage learners to ask: • "What helps you stay energized during the day?" • "How do you make time for movement?" • "What's one activity you'd like to try but haven't yet?" **4. Record Insights** • Each learner writes down: • One new idea they learned from a peer. • One change they plan to make in their own routine. **Processing Questions:** • What wellness habit from a peer inspired you the most? • How can you realistically apply that strategy in your own life? • What challenges do you face in staying active, and how can peer support help?	

Purpose of the Activity

- Builds **communication and collaboration skills**
- Encourage peer learning and reflection.
- Reinforces the importance of diverse physical activities in maintaining work life balance.

Criteria	Excellent (3)	Satisfactory (2)	Needs Improvement (1)
Participation	Actively participates and shares wellness habits clearly.	Participates but with limited sharing.	Rarely participates or does not share.
Content of Sharing	Shares complete and relevant wellness habits (exercise, routine, sports, leisure).	Share some relevant wellness habits.	Shares little or unclear information.
Communication	Speaks clearly and confidently.	Speaks with minor difficulties.	Unclear or difficult to understand.

Scoring Guide:
8-9 points - Excellent
5-7 points - Satisfactory
3-4 points - Needs Improvement

C. Demonstrating Knowledge and Skills

1. Finding Practical Application

OPTION 1: Design Your Weekly Wellness Plan Goal of the Activity:
To help students create a personalized weekly schedule that includes physical activities to support

*The teacher guides students in creating a personalized weekly wellness schedule using printed or digital planners, allowing flexibility in format (**representation**). Students reflect on their routines and choose varied physical activities, then write short explanations of how*

	their work-life balance, health, and future career success. Step-by-Step Instructions for Teachers: Goal of the Activity To help students create a personalized weekly schedule that includes physical activities to support their work-life balance, health, and future career success. Total Time Allotment: 40–50 Minutes Step 1: Distribute the Planner Template (5 Minutes) • Provide students with a blank weekly planner (printed or digital). • Alternatively, allow them to create one in their notebooks. • Ensure the planner includes space for each day of the week. Step 2: Group Discussion and Reflection (10 Minutes) • Divide students into small groups of 3–5 members. • Ask students to discuss their current routines, challenges in staying active, and physical activities they enjoy. • Encourage peer sharing of ideas for maintaining a healthy and balanced lifestyle. Step 3: Wellness Plan Preparation (10–15 Minutes) • Students individually create their weekly wellness plans. • Encourage them to include a variety of physical activities: o One simple exercise (e.g., stretching, walking)	*each supports balance and well-being (**expression**). The activity can be completed*

	○ One structured routine (e.g., yoga, workout, aerobics) ○ One sport or group activity (e.g., basketball, volleyball) ○ One leisure activity (e.g., dancing, hiking, biking) • Students should select realistic days and times for each activity while considering school, home, and personal responsibilities. • For each activity, students write a brief reflection answering: ○ *"How does this activity help me stay balanced, focused, or energized?"* Step 4: Presentation and Sharing (10–15 Minutes) • Students may present individually or in small groups. • Presentation Duration: ○ Individual Presentation: 2–3 minutes per student ○ Group Sharing: 4–5 minutes per group • Expected Presentation Format: 1. Introduction of their weekly wellness plan. 2. Description of at least three planned physical activities. 3. Explanation of how the activities contribute to their health, stress management, focus, and overall well-being. 4. One personal goal they hope to achieve through their wellness plan. Step 5: Feedback and Submission (5 Minutes) • Teachers and classmates provide brief constructive feedback. • Students submit their completed wellness plans for review or assessment. Why This Activity Matters • Builds time and energy management skills.	

- Promotes healthy habits that reduce stress and improve focus.
- Encourages self-awareness and personal responsibility for health and wellness.
- Prepares students to stay productive and balanced in school, work, and life.

GRASPS Framework for "Design Your Weekly Wellness Plan"

GRASPS Element	Application to the Activity
G – Goal	Create a personalized weekly schedule that includes physical activities to support work-life balance, health, and future career success.
R – Role	The student acts as a wellness planner or health advocate for themselves.
A – Audience	The plan is for themselves, but may also be shared with classmates, teachers, or family members.
S – Situation	The student is preparing for a busy week and wants to stay energized, focused, and balanced through intentional movement and wellness activities.
P – Product/Performance	A completed weekly planner that includes a variety of physical activities, with written reflections explaining how each activity contributes to their well-being.
S – Standards for Success	The plan should be: realistic, balanced, include all four types of activities (simple, structured, sport, leisure), and show thoughtful reflection on how each activity supports wellness.

This structure helps students understand the purpose of the activity ,their role, and how it connects to real-life skills like time management, self-care, and personal responsibility.

Weekly Wellness Plan

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:

Assessment Rubric: Weekly Wellness Plan

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Completeness of Weekly Planner (20%)	Weekly planner is fully completed and includes activities for all days of the week. The schedule is clear,	Planner is mostly complete with activities scheduled for most days. Organization is clear.	Planner is partially complete with several missing entries or unclear scheduling.	Planner is incomplete with many missing entries and lacks organization.

		organized, and easy to follow.			
	Inclusion and Variety of Physical Activities (25%)	Includes all four required activity types (simple, structured, sport, and leisure) with an excellent variety of activities throughout the week.	Includes all four activity types with adequate variety.	Includes only 2–3 activity types or limited variety.	Includes only 1 activity type or very few physical activities.
	Realism and Balance of the Plan (25%)	The schedule is highly realistic, balanced, and appropriate for the student's lifestyle, responsibilities, and wellness needs. Demonstrates excellent planning	The schedule is generally realistic and balanced with minor adjustments needed.	The schedule shows some planning but may be unrealistic, unbalanced, or difficult to maintain.	The schedule lacks balance and practicality, making implementation unlikely.

		for work-life balance.			
	Reflection on Wellness Benefits (20%)	Reflection clearly explains how each activity supports physical, mental, emotional, and/or social well-being. Provides thoughtful and specific insights.	Reflection explains how most activities contribute to well-being with relevant examples.	Reflection identifies some wellness benefits but lacks detail or depth.	Reflection is incomplete, vague, or does not explain wellness benefits.
	Personal Insight and Future Application (10%)	Demonstrates strong self-awareness and explains how the plan can support future health, productivity, and career success. Suggests realistic strategies for	Shows understanding of how the plan supports personal well-being and future success.	Provides limited personal insight or connection to future goals.	Provides little or no personal insight or connection to future well-being.

	maintaining healthy habits.			

Scoring Guide:

Score Range	Performance Level
90–100%	Excellent
80–89%	Proficient
70–79%	Developing
69% and below	Beginning

Students will be successful when they:

- Complete a weekly planner with activities scheduled throughout the week.
- Include all four required activity types: simple, structured, sport, and leisure activities.
- Create a realistic and balanced schedule that supports daily responsibilities and wellness.
- Explain how each activity contributes to physical, mental, emotional, or social well-being.
- Demonstrate self-awareness by connecting the plan to healthy habits, productivity,

OPTION 2: Balance Challenge Tracker

Objective: Help students track their physical activities for one week and reflect on how these activities affect their mood, energy, and focus.

Materials Needed:

- A simple activity tracker (printed sheet, notebook, or digital app., ex. Strava app)
- Writing tools or devices for logging entries and reflections

Step-by-Step Instructions for Teachers:

1. Introduce the Activity
   - Explain the purpose: to build self-awareness and healthy habits through physical activity.

	● Share the benefits: improved focus, reduced stress, and better energy management. 2. Distribute the Tracker ● Provide students with a printable tracker sheet or allow them to create one in their notebooks. ● Ensure it includes space for: o Type of activity Duration o Feelings before and after 3. Guide Daily Logging ● Encourage students to log their activity each day for one week. ● Remind them to be honest and thoughtful in describing how they feel before and after each activity. 4. Facilitate End-of-Week Reflection ● At the end of the week, ask students to write a short paragraph answering: "How did these activities affect my mood, energy, and focus?" ● Optional prompts: o Which activity helped you the most? o Would you continue doing it? Why or why not? Review and Share ● Collect the trackers and reflections for review. ● Optionally, allow students to share their experiences in small groups or a class discussion. Real-Life Connection: This activity helps students: ● Build healthy habits ● Understand their body and emotions Improve focus and energy in school and life. Balance Challenge Tracker	

							
	Motivated Monday Start your week with calm	**Trek Tuesday** Get moving outdoors	**Work -out Wednesday** Recharge midweek	**Team Up Thursday** Connect through movement	**Fell Good Friday** Celebrate with joy	**Serinity Saturday** Rest and restore	**Soulful Sunday** Reflect and reset
	Type of Activity: Duration: Feelings Before: Feelings After:	Type of Activity: Duration: Feelings Before: Feelings After:	Type of Activity: Duration: Feelings Before: Feelings After:	Type of Activity: Duration: Feelings Before: Feelings After:	Type of Activity: Duration: Feelings Before: Feelings After:	Type of Activity: Duration: Feelings Before: Feelings After:	Type of Activity: Duration: Feelings Before: Feelings After:

GRASPS Framework for Balance Challenge Tracker

*The teacher introduces the tracker activity to help students monitor their physical activities and reflect on their impact. Learners log daily entries using printed sheets, notebooks, or digital tools (**representation**), noting activity type, duration, and feelings before and after. At the end of the week, students reflect through writing or discussion, choosing how to express their insights (**expression**). The activity supports engagement by promoting self-awareness, offering flexible formats, and encouraging peer sharing, all aligned with IDF principles to ensure inclusive participation and meaningful reflection.*

GRASPS Element	Application to the activity
G – Goal	Track physical activities for one week and reflect on how they affect mood, energy, and focus.
R – Role	The student acts as a wellness explorer or self-care analyst, observing and evaluating their own habits.
A – Audience	The reflection is primarily for themselves, but may be shared with peers or teachers to promote learning and motivation.
S – Situation	The student is participating in a personal challenge to improve their well-being through movement and mindfulness.
P –Product/Performance	A completed activity tracker with daily logs and a reflection paragraph summarizing the impact of physical activities.
S – Standards for Success	The tracker should include honest, consistent entries, thoughtful reflections, and demonstrate awareness of how physical activity influences emotional and mental states.

This GRASPS structure helps students see the purpose and value of the activity beyond the classroom—connecting it to their daily life, emotional health, and future success.

Assessment Rubric for GRASPS Framework for "Balance Challenge Tracker"

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1
Completion and Accuracy of Daily Logs (25%)	All 7 days are completed with detailed, accurate	Most entries (5–6 days) are complete and	Some entries (3–4 days) are incomplete or	Few entries (1–2 days) are completed or

	, and organized entries. Physical activities, mood, energy, and focus are clearly recorded.	accurate with sufficient details.	lack important details.	records are mostly missing.	
Consistency and Honesty of Tracking (25%)	Demonstrates consistent daily tracking and honest reporting of experiences, including challenges and successes.	Shows generally consistent tracking with evidence of honest reporting.	Tracking is irregular and reflections appear limited or incomplete.	Tracking is inconsistent with little evidence of genuine self-monitoring.	
Quality of Reflection (30%)	Reflection thoughtfully analyzes patterns between physical activity, mood, energy, and	Reflection explains connections between physical activity and well-being with some	Reflection identifies a few connections but lacks depth, examples, or analysis.	Reflection is vague, incomplete, or does not clearly discuss the effects of physical activity.	

	focus. Includes specific examples and meaningful insights.	supporting examples.		
Self-Awareness and Understanding of Well-Being (20%)	Demonstrates strong awareness of personal habits and clearly explains how physical activity affects emotional and mental well-being. Suggests realistic ways to maintain or improve habits.	Shows good understanding of how physical activity influences well-being.	Shows limited understanding of the relationship between activity and well-being.	Shows little or no understanding of the impact of physical activity on well-being.

Scoring Guide

Score Range	Performance Level
90–100%	Excellent
80–89%	Proficient
70–79%	Developing
69% and below	Beginning

	Success Indicators Students will be successful when they: ● Complete daily activity logs for the entire week. ● Record mood, energy, and focus honestly and consistently. ● Reflect thoughtfully on patterns and changes observed. ● Demonstrate understanding of the connection between physical activity and overall well-being. ● Provide personal insights and possible actions for maintaining healthy habits. Total Score: _____ / 100 2. Making Generalizations OPTION 1 Activity 16: "I Used to Think… Now I Know" – A Reflection on Physical Activity and Work-Life Balance Learning Objective Learners will reflect on how physical activity contributes to work-life balance and recognize its benefits beyond physical fitness. Instructions for Learners 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 _____." After completing the sentence, write a brief reflection (3–5 sentences) explaining how physical activity can contribute to a balanced and healthy lifestyle.	

Implementation Details

Phase	Activity	Time Allotment
Introduction	The teacher introduces the activity, explains its purpose, and presents sample responses.	5 minutes
Individual Reflection Writing	Learners complete the statement and write a short reflection.	10 minutes
Preparation for Sharing	Learners review and organize their ideas for presentation.	5 minutes
Individual Presentation	Learners share their reflection with the class.	1–2 minutes per learner
Synthesis and Processing	Teacher summarizes key insights and relates them to work-life balance.	5 minutes

Total Estimated Time: 25–30 minutes (depending on class size)
Expected Output

Each learner will submit:

1. A completed reflection statement.
2. A 3–5 sentence explanation describing how physical activity supports work-life balance.

Expected Presentation Format
Individual Oral Reflection
Each learner will:

- Read their completed statement.
- Briefly explain their reflection.
- Provide at least one example of how physical activity can improve work-life balance.

	Presentation Duration: 1–2 minutes per learner Presentation Guidelines Each presentation should include: 1. The completed statement. 2. An explanation of the chosen benefit. 3. At least one example of a physical activity that supports work-life balance. 4. A personal insight or realization gained from the lesson. Purpose of the Activity 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 quality • Increased productivity • Enhanced social interaction • Better time management • Development of healthy routines It also helps learners understand how simple exercises, structured routines, sports, and leisure activities can be integrated into daily life to support work-life balance. Sample Responses • "I used to think physical activity was just for fitness, but now I know it also helps with managing stress after a long workday." • "I used to think physical activity was just for fitness, but now I know it also helps with staying mentally sharp and focused during work." • "I used to think physical activity was just for fitness, but now I know it also helps with	*The teacher invites learners to complete a reflection sentence that contrasts their past and current understanding of physical activity. This promotes metacognition and personal insight. Learners may respond in writing, verbally, or through creative formats, applying the IDF by offering multiple means of expression. The concept is introduced using examples and discussion (representation), and learners engage by connecting the topic to their own experiences (engagement), ensuring inclusive participation and deeper understanding of how physical activity supports work-life balance beyond fitness.*

	building positive relationships through shared activities." • "I used to think physical activity was just for fitness, but now I know it also helps with creating a healthy routine that balances work and personal time." Extension Activity (Optional): Ask learners to design a weekly schedule that includes: ● At least one simple physical exercise (e.g., stretching, walking) ● One structured routine (e.g., yoga, gym workout) ● One sports or group activity ● One leisure activity (e.g., dancing, hiking) This reinforces the idea that physical activity is a tool for balance, not just fitness. Assessment Rubric: "I Used to Think… Now I Know"	

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	(Needs Improvement (1)
Reflection and Insight	Demonstrates deep understanding of how physical activity supports work-life balance.	Shows clear understanding with relevant insights.	Shows basic understanding with limited explanation.	Shows little or no understanding of the concept.
Clarity of Explanation	Ideas are clear, organized, and well-explained.	Ideas are mostly clear and organized.	Ideas are somewhat clear but need more detail.	Ideas are unclear or incomplete.
Application to Daily Life	Provides meaningful and relevant examples of personal or real-life application.	Provides relevant examples.	Provides limited examples.	Provides no relevant examples.
Presentation Delivery	Speaks confidently, clearly, and within the allotted time.	Speaks clearly with minor difficulties.	The presentation lacks confidence or clarity.	The presentation is incomplete or difficult to understand.

Scoring Guide:

- 13–16 points – Outstanding
- 9–12 points – Satisfactory
- 5–8 points – Developing
- 1–4 points – Beginning

Total: 16 points

OPTION 2

Activity 17: Guided Journal Entry

	Instruction: "Summarize how different types of physical activities can help you maintain balance in your life. Which ones do you plan to include in your routine, and why?" Purpose: This activity encourages deep personal reflection and helps you generalize the value of various physical activities in achieving work-life balance. How to Approach the Journal Entry: 1. Reflect on Different Types of Physical Activities: o Simple Physical Exercises: (e.g., stretching, brisk walking) o Structured Exercise Routines: (e.g., gym workouts, yoga classes) o Sports Activities: (e.g., basketball, badminton, swimming) o Leisure Activities: (e.g., hiking, dancing, cycling for fun) 2. 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? 3. 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? ALSO INCLUDE THAT PERFORMING HOUSEHOLD CHORES IS PURPOSIVE MOVEMENT. CLEANING THE ROOM, ARRANGING FURNITURE, WASHING CLOTHES MANUALLY, MOPPING THE FLOOR Sample Journal Entry: "Balancing Life Through Movement: My Personal Plan for Physical Wellness"	

	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. 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. Example Titles for Guided Journal Entry ● "Moving Toward Balance: A Reflection on Physical Activity" ● "Fitness Beyond the Body: My Journey to Work-Life Harmony" ● "Steps to Stability: How Physical Activity Shapes My Life"	

	● "From Routine to Renewal: Discovering the Power of Movement" ● "Balancing Life One Activity at a Time" ● "The Energy Equation: How Exercise Fuels My Well-Being" ● "Stretching My Limits: Physical Activity and Personal Growth" ● "Mind, Body, Balance: My Physical Wellness Plan" ● "Recharging Through Movement: A Journal of Intentional Activity" "From Fitness to Fulfillment: My Reflections on Staying Active" 3. Evaluating Learning OPTION 1: Performance Task: Jingle Composition Objective: Demonstrate your understanding of how physical activities promote work-life balance by creating a short, catchy jingle that encourages engagement in physical fitness. Your jingle should creatively highlight the benefits of: Simple physical exercises (e.g., stretching, walking) ● Structured exercise routines (e.g., yoga, gym workouts) ● Sports activities (e.g., basketball, swimming) ● Leisure activities (e.g., hiking, dancing) Instructions: 1. Compose a jingle that is 1-2 minutes long. 2. Use original lyrics that promote physical activity as a tool for achieving work-life balance. 3. Incorporate rhythm, melody, and repetition to make your jingle memorable. 4. You may perform solo or in a group.	*The teacher facilitates a reflective journal activity where learners summarize how different types of physical activities support work-life balance and choose which ones to include in their routine. Learners may write in printed journals, notebooks, or digital formats (representation), and respond in their own voice and style (expression). The activity encourages personal relevance and choice, fostering deeper engagement and self-awareness (engagement), while applying IDF principles to ensure all learners can reflect meaningfully and accessibly.*

5. You may use instruments, background music, or acapella.

Record or perform your jingle live in class or submit a video/audio file.

Assessment Rubric: Jingle Composition

Criteria	Excellent (20 points)	Good (15 points)	Fair (10 points)	Needs Improvement (5 points)
Creativity and Originality	Highly creative and original; lyrics are unique and engaging	Some creativity; lyrics show effort	Limited creativity; lyrics are basic	Lacks originality; lyrics are copied or uninspired
Message Clarity	Clear and strong message; promoting physical activity and balance	Mostly clear message	Message is vague or inconsistent	Message is unclear or off-topic
Relevance to Topic	Fully aligned with work-life balance and physical activity	Mostly aligned	Partially aligned	Not aligned with the topic
Musicality & Rhythm	Excellent rhythm, flow, and	Good rhythm and flow	Basic rhythm; lacks	Poor rhythm; disorgan

This activity encourages students to develop self-awareness by monitoring their physical activities and reflecting on how movement influences their mood, energy, and focus. Through consistent tracking and honest reflection, students gain a deeper understanding of the relationship between physical health and overall well-being. The task promotes responsible self-care practices, critical thinking, and personal goal-setting. Teachers should emphasize that there are no "right" or "wrong" experiences; rather, the focus is on authentic observation, meaningful reflection, and recognizing patterns that can support healthier lifestyle choices. Feedback should acknowledge students' effort, consistency, and insights while encouraging realistic and sustainable wellness habits.

	musical structure		musical structure	ized or off-beat
Presentation	Engaging and confident performance; strong delivery	Clear but less engaging; good effort	Some effort; lacks energy or clarity	Minimal effort unclear or unprepared

Tips for Success:

● Think of a slogan or hook that people will remember.

● Use positive language that motivates others to be active.

Practice your timing and delivery to make your jingle smooth and energetic.

● Make sure your lyrics reflect the connection between physical activity and work-life balance.

Sample Lively Songs for Promoting Physical Activity & Work-Life Balance

Songs About Exercise & Motivation

1. “Eye of the Tiger” – Survivor

A classic anthem about perseverance and pushing through challenges—perfect for workouts and staying focused.

2. “Stronger” – Kanye West

Emphasizes becoming stronger through effort and resilience, ideal for both physical and mental empowerment.

3. “Work It” – Missy Elliott

Fun and energetic, this track encourages movement and confidence, often used in dance workouts.

4. “Uptown Funk” – Mark Ronson ft. Bruno Mars

	A funky, upbeat song that makes you want to move—great for leisure activities and cardio routines. 5. "Can't Stop the Feeling!" – Justin Timberlake Promotes joy and movement, aligning with the emotional benefits of physical activity. Songs That Reflect Balance & Wellness 6. "Let's Get Physical" – Dua Lipa A modern take on movement and energy, great for high-intensity routines and promoting active lifestyles. 7. "Work Bitch" – Britney Spears Encourages dedication and hard work to achieve goals, mirroring the discipline of structured exercise. 8. "Believer" – Imagine Dragons Talks about transforming pain into strength—ideal for routines that build resilience and mental clarity. 9. "Wake Me Up" – Avicii Combines uplifting beats with reflective lyrics, suitable for leisure activities like hiking or cycling. 10. "On the Floor" – Jennifer Lopez ft. Pitbull A dance anthem that promotes movement and celebration—perfect for balancing work with fun Option 2 Performance Task: Dance Presentation Objective: Demonstrate your understanding of how physical activities contribute to work-life balance by choreographing and performing a short dance that integrates movements inspired by various types of physical activities. Instructions: 1.Create a dance routine that is 1–2 minutes long. 2.Yourchoreography should include movements that represent:	

- Simple physical exercises (e.g., stretching, walking)
- Structured routines (e.g., yoga poses, aerobic steps)
- Sports-inspired movements (e.g. basketball dribbles, swimming strokes)
- Leisure activities (e.g., hiking steps, dance moves)

3.The dance should visually and emotionally express how movement supports physical, mental, and emotional well-being.
4.You may perform solo or in a group.
5.Costumes, props, or background music are optional but encouraged to enhance presentation.
6.Perform live or submit a recorded video.

Assessment Rubric: Dance Presentation

Criteria	Excellent (20 points)	Good (15 points)	Fair (10 points)	Needs Improvement (5 points)
Movement Variety	Diverse and well-integrated movements from all activity types	Some variety; includes at least two types	Limited variety; mostly one type	Repetitive or unclear movements
Expression & Energy	Highly expressive and energetic; strong stage presence	Good energy and expression	Moderate energy; lacks emotional depth	Low energy; minimal expression

Connection to Theme	Strong and clear connection to work-life balance and wellness	Clear connection to theme	Some connection; needs clarity	Weak or unclear connection	
Creativity	Very creative choreography; original and engaging	Some creativity; shows effort	Basic choreography; lacks originality	Lacks creativity; copied or rushed	
Execution & Timing	Precise and well-timed movements; smooth transitions	Mostly accurate timing	Some timing issues; uneven flow	Poor timing; disorganized performance	

Tips for Success:
● Think of your dance as a story told through movement—how physical activity helps you stay balanced.
● Use music that reflects your message—uplifting, calming, or energizing.
● Practice transitions between movement types to make your routine flow naturally.
● Reflect on your own experiences with physical activity and let that guide your choreography.

Option 3
Performance Task: Spoken Poetry Presentation

*The teacher facilitates a dance activity where learners choreograph and perform a short routine that integrates movements from various physical activities. Learners may work solo or in groups and use music, props, or costumes to enhance their presentation. The IDF is applied by offering multiple means of **expression** (dance, movement, performance), **representation** (visual, physical, and auditory elements), and **engagement** (creative choice, collaboration, and personal relevance), ensuring all learners can showcase their understanding of physical wellness and work-life balance in inclusive and meaningful ways.*

Objective: Express your personal understanding of how physical activity contributes to work-life balance through a spoken word poem. Use poetic language, emotion, and rhythm to deliver a powerful message that reflects your experiences or insights.
Instructions:
1.Write a spoken word poem that is 1–2 minutes long.
2.Your poem should explore the personal impact of physical activity on your physical, mental, emotional, and social well-being.
3.Use poetic devices such as:

- Metaphors and similes
- Imagery and symbolism
- Rhythm and repetition
- Alliteration or rhyme (optional)

4.Your poem should reflect how different types of physical activities—simple exercises, structured routines, sports, and leisure—help you maintain balance in life.
5.Perform your poem with a clear voice, emotion, and expression.
You may perform live or submit a recorded video

Assessment Rubric: Spoken Poetry

Criteria	Excellent (20 points)	Good (15 points)	Fair (10 points)	Needs Improvement (5 points)
Poetic Devices	Rich use of metaphor, imagery, rhythm; enhances message	Some poetic devices used effectively	Few devices; basic structure	Lacks poetic elements; plain of unstructured

Emotional impact	Deeply moving and engaging; strong emotional connection	Some emotional depth; connects with audience	Limited emotion; lacks depth	Lacks emotional impact; flat delivery
Relevance to topic	Strong and clear connection to physical activity and work-life balance	Mostly relevan; message is clear	Partially relevant message needs clarity	Off-topic of unclear message
Delivery & Voice	Powerful and confident delivery; expressive and clear	Clear and expressive; good effort	Basic delivery; lacks energy or clarity	Weak delivery; hard to understand or disengaged
Originality	Highly original and personal; unique perspective	Some originality; shows effort	Generic or predictable	Unoriginal; lacks personal voice or creativity

Tips for Success:

● Think of a moment when physical activity helped you feel balanced or restored—use that as your inspiration.

The teacher guides learners in writing and performing a spoken word poem that explores how physical activity supports work-life balance. Learners use poetic devices and personal experiences to express their insights, with the option to perform live or submit recordings. The IDF is applied by offering multiple means of expression (poetry, performance, audio/video), representation (written prompts, sample poems, visual aids), and engagement (creative freedom, personal relevance, choice of format), ensuring all learners can participate meaningfully and authentically.

● Practice your pacing and tone to emphasize key emotions and ideas.
● Use vivid language to paint a picture of your experience.
Speak from the heart—your authenticity will make the poem more powerful.

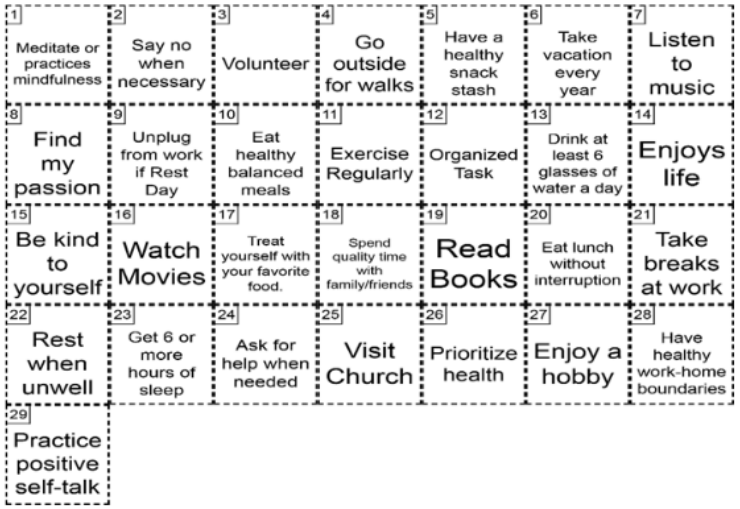
Additional Activity

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

	OPTION 1 **Activity: WORK LIFE BALANCE BINGO** Objective: To motivate learners to engage in a variety of wellness-related activities that promote work-life balance through physical fitness, leisure, and self-care. Materials Needed: • Printed Balance Bingo cards (or digital version) • Pens or markers • Small rewards or incentives (optional) • A list of wellness activities to include in the Bingo card Sample Bingo Card Activities: Each square contains a wellness-related action. Examples include: • Took a lunch break away from my desk • Went for a walk • Did a stretching exercise • Played a sport or physical game • Spent 30 minutes on a hobby • Slept at least 7 hours last night • Ate a healthy meal • Practiced deep breathing or meditation • Took a screen break • Spent time with friends or family • Said “no” to something to protect my time • Did something creative • Scheduled time for rest • Helped someone feel better • Avoided multitasking for a day Procedure: How to Do Balance Bingo 1. Prepare the Bingo Cards	

	• Create a 5x5 or 4x4 grid with wellness-related activities. • You can customize the cards based on age group, setting (school/workplace), or focus (physical, emotional, social wellness). 2. Introduce the Activity Explain the purpose: "This Bingo game is designed to help you explore different ways to stay balanced and healthy in your daily life. Each square represents a simple wellness activity you can try." 3. Set the Time Frame • Decide whether the activity will be done: • In one session (e.g., during class or a workshop) • Over a week (as a challenge or ongoing task) 4. Mark Off Completed Tasks • Participants mark off squares as they complete each activity. • Encourage honesty and reflection—this is about personal growth, not competition. 5. Celebrate Progress • When someone completes a row, column, or full card, they can: • Share their experience with the group • Receive a small reward or recognition • Reflect on which activities helped them feel most balanced 6. Debrief and Reflect • Facilitate a short discussion: • "Which activities were easiest or hardest?" • "How did these actions affect your mood, energy, or focus?" • "Which habits would you like to continue?"	*The teacher introduces Balance Bingo as a fun, low-pressure way for learners to explore wellness habits that support work-life balance. Learners' complete wellness-related tasks on a printed or digital bingo card over a set time frame. The IDF is applied by offering multiple means of **representation** (visual cards, verbal instructions), **engagement** (choice of activities, self-paced participation), and **expression** (reflection through discussion or journaling), ensuring all learners can participate meaningfully, regardless of ability, preference, or learning style.*

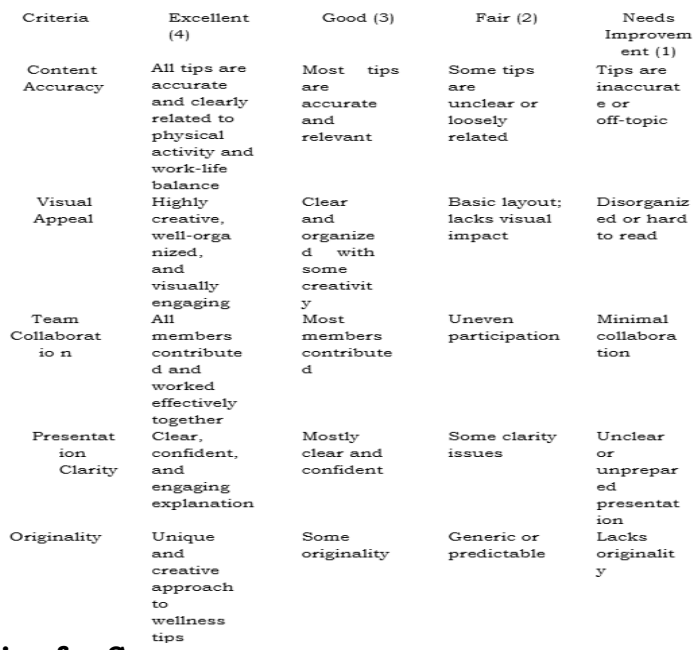
Call List:
Use this randomly generated list as your call list when playing the game. There is no need to say the BINGO column name. Place some kind of mark (like an X, a checkmark, a dot, tally mark, etc.) on each cell as you announce it, to keep track. You can also cut out each item, place them in a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



OPTION 2
Group Activity: Poster or Infographic Creation
Title: Top Wellness Tips for a Balanced Life
Objective: Learners will work in groups to design a visual presentation (poster or digital infographic) that promotes physical activities as part of a work-life balance strategy. This activity encourages creativity, collaboration, and the ability to communicate wellness concepts visually.
Instructions:

1. Form groups of 3–5 members.
2. Discuss and identify your top 5–7 wellness

	tips that relate to physical activity and work-life balance. 3.Include a variety of physical activities in your tips: o Simple exercises (e.g., walking, stretching) o Structured routines (e.g., yoga, gym workouts) o Sports activities (e.g., basketball, swimming) o Leisure activities (e.g., hiking, dancing) 4.Design a poster or infographic that includes: o A title and group name o Visual elements (icons, drawings, or photos) o Short descriptions or slogans for each tip o A call-to-action encouraging others to stay active and balanced 5.You may use digital tools (e.g., Canva, PowerPoint, Google Slides) or create a handmade poster. **Present your visual to the class in a short 2–3-minutes explanation.** **Assessment Rubric: Poster/Infographic Presentation**	

	 **Tips for Success:** ● Use color and design to make your message stand out. ● Keep text short and impactful—use bullet points or slogans. ● Think about your audience—what would motivate them to be more active? Practice your presentation to explain your visual confidently	*This group activity engages the learners in collaboratively creating a poster or infographic titled,* *"Top Wellness Tips for a Balanced Life" focusing on the integration of physical activity into work-life balance. It promotes creativity, teamwork, and communication skills as learners identify and present practical wellness strategies such as exercises, structured routines, sports, and leisure activities. Through visual design and brief presentation, learners deepen their understanding of healthy lifestyle choices while developing their ability to synthesize and present information in an engaging and accessible format.*
VI. ASSESSMENT *(Assessing Learnings)*	1.Which of the following best reflects a balanced approach to managing work and personal life? a)Ignoring personal needs to meet work deadlines b)Prioritizing personal life over all work responsibilities c)Separating work and personal life completely **d)Creating a schedule that allows time for both work and personal activities** 2.Why might regular physical activity reduce the risk of burnout in the workplace? a)It increases workload tolerance **b)It improves mental clarity and emotional resilience** c)It encourages multitasking d)It limits social interaction	

	3.If a company wants to support employee mental health, which strategy would be most effective? a)Offering longer work hours **b)Providing access to wellness programs and counseling** c)Enforcing strict work schedules d)Discouraging personal conversations 4.Which boundary-setting strategy is most likely to improve work-life balance? a)Responding to work messages at all hours b)Avoiding breaks to stay productive **c)Defining work hours and sticking to them** d)Working overtime regularly 5.How can physical activity in the workplace enhance employee performance? a)By increasing absenteeism **b)By improving focus and reducing fatigue** c)By reducing collaboration d)By raising healthcare costs 6.An employee experiences low energy and difficulty concentrating in the afternoon. What quick wellness strategy could they apply to restore focus and productivity? **a) Do light stretching or walking** b)Get caffeine c)Eat sugar d)Push through fatigue 7.What does a company demonstrate by offering childcare support to employees? a)Focus on physical health **b) Support for personal and family well-being** c)Promotion of competition d)Enforcement of strict boundaries 8.How does exercise-induced endorphin release benefit employees? a)It lowers morale b)It increases injury risk **c) It improves mood and reduces stress** d)It decreases concentration 9.Which action best promotes a culture of wellness in the workplace? a)Encouraging only top performers to stay healthy **b)Having leaders actively participate in wellness programs** c)Focusing only on gym-based activities d)Avoiding wellness discussions

	10.Which skill is strengthened when employees are trained in prioritizing tasks and delegating responsibilities? a)Mental health awareness b)Flexible work arrangements c)Physical fitness **d)Time management and productivity**
VII. REFLECTION *(Feedback and Continuous Improvement)*	**For Teacher's Self-Assessment and Strategy Modification:** Reflection Question 1. Did I provide enough support and scaffolding for students to understand and apply the key strategies? 2. How effective was the differentiation between simple, structured, and leisure activities? 3. What would I change in my approach to better support students who had difficulty with the topic's real-world relevance?
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used Co-Pilot to improve grammar in a way that will be expressed in a formal and scholastic manner of writing. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

Content/Topic	A. Observing Appropriate Workplace Behavior B. Management of Workplace Resources	**Lesson Exemplar**	10

I. OBJECTIVES	
A. Content Standard	The learners value the importance of career planning based on the understanding of the different factors affecting the development of career competence.
B. Performance Standard	The learners design a career action plan aligned to their personal values, interests, skills, and workplace aspirations.
C. Learning Competencies	Demonstrate ability to incorporate physical activities that promote work-life balance.
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	● Department of Education (DepEd). Career Guidance Manual. Pasig City: Department of Education, 2022. ● Department of Labor and Employment (DOLE). Career Path Success Narratives. Manila: DOLE Publications, 2020. ● Indeed Career Guide. "How to Reflect on Your Career Journey." Indeed Career Advice, 2023. https://www.indeed.com/career-advice/finding-a-job/reflect-on-your-career-journey . ● International Professional Academy Group (IPAG)."Career Plan." Accessed October 2025. ● https://www.ipag.edu/en/career-plan . ● Philippine Daily Inquirer. "Inspiring Filipino Workers Series." Inquirer Lifestyle. Manila: Inquirer ● Publications, 2021. ● Postgraduate Environments. Career Plan Template. 2017. https://postgradenvironments.com/wp-content/uploads/2017/09/career-plan-template.pdf ● Rappler. Young Professionals Series: Real Lives Features. Quezon City: Rappler Inc., 2021. ● Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH). Career Guide for Filipino Students. Quezon City: SEAMEO INNOTECH, 2019. ● Technical Education and Skills Development Authority (TESDA). Career Success Profiles: Life Skills for Work and Progress. Taguig City: TESDA, 2021. ● Technical Education and Skills Development Authority (TESDA). Life Skills Module: Self-Discovery and ● Career Planning. Taguig City: TESDA, 2021.
III. CONTENT *(Sequencing Content)*	● Designing a career action plan aligned to their personal values, interests, skills, and workplace aspirations.

<table>
<tr><td>IV. OBJECTIVES
(Setting Clear Objectives and Analyzing the Tasks)</td><td colspan="2">By the end of the lesson, learners are expected to:
1. analyze sample Career Action Plans to identify its key components and underlying factors influencing career choices;
2. develop a personalized Career Action Plan that includes: (a) a career goal, (b) at least three action steps for achieving the goal, (c) a self-assessment of values, interests, and skills, and (d) consideration of personal, social, environmental, workplace, and wellness factors that may influence career success,and
3. demonstrate appreciation for the importance of career planning as a lifelong process for achieving personal growth, professional fulfillment, and work–life balance.</td></tr>
<tr><td colspan="2">V. PROCEDURE</td><td>ANNOTATIONS</td></tr>
<tr><td>A. Activating Prior Knowledge</td><td colspan="2">1. Activating Prior Knowledge
OPTION 1: GALLERY WALK OF EVIDENCE
(Visual-Reflective Strategy)
Materials:
● Learners’ portfolios with Weeks 1–7 outputs
● Manila paper or digital wall
● Sticky notes or digital comment cards
Instructions:
1. Set up five stations around the room (or on a digital wall) labeled according to Weeks 1–7 Outputs.
2. Ask learners to do a move around, read their own and others’ work, and write reflections on sticky notes responding to:
o “What does this output show about how I’ve grown in understanding my career path?”
3. After the gallery walk, let learners stand by the station they found most meaningful and share one key realization.
4. Facilitate discussion using these processing questions:
o “Which previous task helped you understand yourself best?”
o “What connections can you see across all your outputs?”
o “How do these experiences prepare you for your Career Action Plan?”</td><td>Remind learners ahead of time to organize their portfolios neatly so they can easily display outputs. Encourage movement, respect, and engagement. Reinforce the idea that every prior work is valuable and interconnected. Help them see how their earlier tasks build toward the Career Action Plan.</td></tr>
</table>

Reflection Organizer: Gallery Walk of Evidence

Directions: After visiting the stations, complete the reflection organizer below.

Reflection Questions	My Response
1.Which output or activity was most meaningful to me? Why?	
2. What did I learn about myself from reviewing my outputs?	
3. What strengths, interests, or values became evident across my outputs?	
4.What skill or area would I still like to improve?	
5.How will these insights help me develop my Career Action Plan?	

Alternative Quick Reflection Guide

Ask learners to complete the following statements:

One thing I learned about myself is:

_____

One strength I discovered is:

_____

One area I want to improve is:

_____

One insight that will help me in career planning is:

_____

This reflection organizer ensures that every learner records key insights from the gallery walk and makes explicit connections

	between previous learning experiences and their Career Action Plan. End the activity by summarizing that each prior lesson contributes to their overall readiness for career planning. **OPTION 2. THREE-LAYER FACTOR MAP** *(Analytical-Concept Mapping Strategy)* **Materials:** ● Worksheets or blank bond paper ● Pens, markers, or highlighters ● Sample concept map on the board or slide for reference **Instructions:** 1. Ask learners to take out their notes and outputs from Weeks 1–7. These may include self- assessment inventories, workplace analyses, and wellness reflections. These will serve as their inputs for the concept map. 2. Explain that they will create a concept map (a visual diagram that connects related ideas under one theme) to show how the different factors they studied connect to their chosen career path. ● Emphasize that the central theme of their map should be ***"Factors Influencing My Career Path".*** 3. Present sample formats on the board or slide (e.g., concentric circles, web map, flow map, or tree map) and briefly describe their differences. ● Clarify that a **concept map** shows *hierarchical or relational links* (cause-and- effect or interconnections), while a **graphic organizer** is more for grouping or classifying information. For this activity, **learners are expected to use a concept map** because it shows relationships	*Give learners the freedom to choose their own mapping style to demonstrate ownership and creativity. This respects their developmental level and promotes self-directed learning, consistent with the constructivist and IDF principles for senior high school learners.* *Remind learners to use only keywords and concise phrases to keep their concept maps organized. Encourage them to use arrows, colors, or icons to show relationships among factors. Walk around to guide those who struggle with connecting ideas. This concept-mapping task helps learners visualize the integration of personal, social, and environmental influences before writing their Career Action Plan.*

	between factors. 4. Allow learners to choose or design their own concept map structure that best represents the relationships among: ▪ **Personal Factors** (skills, interests, values, talents) ▪ **Social Factors** (family, peers, cultural influences) ▪ **Environmental Factors** (job trends, opportunities, technology, workplace conditions, wellness) The central node should be their **target career or field**, and connecting lines or arrows should show how the factors influence their choice. 5. Remind them to include their **target career or field** and use arrows, lines, or connectors to show **how factors influence their choice**. 6. Encourage creativity while maintaining clarity and accuracy. Sample keyword entries may include: ● *Personal:* "good communicator," "values teamwork ● *Social:* "peer encouragement," "parental support" *Environmental:* "local job demand," "availability of TESDA training" 7. Invite volunteers to **present and explain** their concept maps to the class. 8. Facilitate **reflection** using these processing questions: ○ *"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?"*	*Keep the pace lively. Use a timer to maintain focus and energy. Encourage active listening and respect during sharing. This activity strengthens social awareness and confidence while allowing learners to connect prior lessons through peer interaction and reflection.*

Concept Map Checklist

Before submitting your concept map, make sure you have:

☐ Included a clear target career or field at the center of the map.

☐ Identified Personal Factors (skills, interests, values, talents).

☐ Identified Social Factors (family, peers, cultural influences).

☐ Identified Environmental Factors (job trends, opportunities, technology, workplace conditions, wellness).

☐ Used arrows, lines, or connectors to show relationships among factors.

☐ Included examples or keywords under each factor.

☐ Organized ideas clearly and logically.

☐ Ensured the map is neat, readable, and complete.

Simple Assessment Rubric

Criteria	3 (Excellent)	2 (Satisfactory)	1 (Needs Improvement)
Completeness	Includes all required factors and a target career.	Includes most required factors.	Missing several required factors.
Connections and Relationships	Clearly shows how factors influence the chosen career.	Shows some connections among factors.	Connections are unclear or missing.
Organization and Clarity	Concept map is well-organized, neat, and easy to understand.	Generally organized and understandable.	Disorganized or difficult to follow.
Use of	Includes	Includes some	Few or no

Examples	relevant and specific examples for each factor.	relevant examples.	examples provided.

Scoring Guide:
10–12 points – Excellent
7–9 points – Satisfactory
4–6 points – Developing

This checklist helps learners construct accurate and complete concept maps while the rubric provides clear assessment criteria.

OPTION 3. SPEED-SHARE TRIADS

(Social–Collaborative Strategy)

Materials:

- Timer or visible clock
- Small index cards or short bond papers

Instructions:

1. Begin by explaining that learners will do a **Speed-Share Triad**, a quick-rotation discussion where they recall and connect what they learned from **Weeks 1–7.**
2. Divide the class into **groups of three (triads).**
3. In **Round 1**, each learner shares for **90 seconds** about:
   - One **personal strength** they discovered,
   - One **social influence** that shaped them, and
   - One **environmental opportunity** they identified.
4. After each learner's turn, allow **90 seconds** for groupmates to respond, agree, or share a similar experience.

Keep your talk brief and relatable. Use local examples (e.g., a learner who became an entrepreneur, a nurse who moved into public health, a call center worker who advanced into training). Emphasize that the CAP is not just a school requirement but a personal roadmap—a living plan that evolves as learners grow and discover new opportunities.

	5. After the first round, **rotate groups twice** so everyone meets new classmates and hears diverse perspectives. 6. After rotations, ask each learner to write a one-sentence reflection: o *"The factor that most influences my next career step is _____ because _____."* 7. Call a few volunteers to share their statements aloud. 8. Facilitate short reflection using these **processing questions:** o *"What common influences did you notice among your classmates?"* o *"How did listening to others' experiences help you reflect on your own?"* o *"What did you realize about how these factors shape your readiness for a career?"* **Implementation Details and Rotation Procedure** 1. **Introduction and Group Formation (5 minutes)** o Explain the purpose of the Speed-Share Triad. o Divide the class into groups of three (triads). o Distribute index cards or short bond papers. 2. **Round 1 Discussion (9 minutes)** o Each learner shares for **90 seconds** about: ▪ One personal strength they discovered ▪ One social influence that shaped them ▪ One environmental opportunity they identified o After each sharing, groupmates respond for **90 seconds**. o Total time per learner: **3 minutes** o Total Round 1 time: **9 minutes per triad** 3. **Rotation 1 (1 minute)** o One member from each triad moves clockwise to the next group while two members remain. o Learners form new triads and repeat the discussion. 4. **Round 2 Discussion (9 minutes)**	

5. **Rotation 2 (1 minute)**
    - Rotate again using the same procedure to form another set of triads.
6. **Round 3 Discussion (9 minutes)**
7. **Individual Reflection (3–5 minutes)**
    - Learners complete the statement:
      "The factor that most influences my next career step is _____ because _____."
8. **Class Sharing and Processing (5–10 minutes)**
    - Invite volunteers to share their reflections.
    - Facilitate the processing questions.

Suggested Total Time

Activity	**Time**
Introduction and Grouping	5 min
Round 1	9 min
Rotation 1	1 min
Round 2	9 min
Rotation 2	1 min
Round 3	9 min
Reflection Writing	3–5 min
Sharing and Processing	5–10 min
Total	42–49 min

Large-Class Management Tip

For classes with more than 40 learners, designate triads in advance and use a projected timer or bell signal to manage transitions efficiently. This helps maintain the pace of the activity and ensures all learners participate within the allotted time.

Criteria	**Excellent (3)**	**Satisfactory (2)**	**Needs Improvement (1)**
Participation	Actively participates in all discussion rounds and sharing activities.	Participates in most discussions.	Participates minimally or not at all.

Quality of Sharing	Clearly explains personal strengths, social influences, and environmental opportunities with relevant examples.	Share ideas with some explanation.	Shares limited or unclear ideas.
Reflection	Provides a thoughtful and complete reflection statement connecting factors to career goals.	Provides a basic reflection statement.	Reflection is incomplete or lacks connection to career planning.
Listening and Interaction	Actively listens and responds respectfully to groupmates' ideas.	Listens and occasionally responds.	Shows limited engagement with group discussions.

Scoring Guide

- **10–12 points** – Excellent
- **7–9 points** – Satisfactory
- **4–6 points** – Developing
- **1–3 points** – Needs Improvement

This rubric assesses learners' participation, quality of contributions, reflection, and collaborative discussion skills during the Speed-Share Triad activity.

2. ESTABLISHING THE PURPOSE OF THE LESSON

OPTION 1. MINI TALK AND REFLECTION PROMPT
(Teacher-Led Strategy)

	1. *Materials (Revised and Enhanced for Localized Context)* ● Slides or printed sample of a **Career Action Plan (CAP)** ● Reflection cards or digital tool (e.g., Padlet, Jamboard, Google Forms) ● Printed or digital **localized examples of career pathways and career lattices** relevant to the learners' community or region (e.g., local industries such as agriculture, fisheries, tourism, construction, retail, or emerging digital jobs in the area) ● Career pathway charts showing possible progression from entry-level roles to higher positions (e.g., helper → skilled worker → supervisor) ● Sample career lattice diagrams showing **horizontal and vertical movement opportunities** across related jobs ● Local job market references (e.g., TESDA courses, LGU employment programs, nearby industries, or community-based livelihood opportunities) These localized examples help learners better connect their Career Action Plan with real opportunities available in their own community or region, making career planning more relevant and meaningful. Instructions: 1. Begin with a short talk introducing the Career Action Plan (CAP) as the quarter's culminating output. ● Define the Career Action Plan: "A Career Action Plan is a structured roadmap that helps you set clear career goals and identify the steps, resources, and support you need to achieve them." ● Explain the two perspectives it considers: ○ Career Path – the vertical movement or upward progression within a field or profession (e.g., Nurse → Head Nurse → Chief Nurse). ○ **Career Lattice** – the *horizontal movement*	*Adjust the case title and framing to reflect the contemporary view of career development — that individual may pursue multiple paths and multiple goals over time. The modern career paradigm values flexibility, lifelong learning, and adaptability rather than a single, fixed trajectory. Encourage learners to see career planning as a dynamic process that can evolve with changing interests, contexts, and opportunities.*

	across related roles or specializations that expand skills and experience (e.g., Nurse → Health Educator → Wellness Consultant). Emphasize that modern careers often combine both upward and lateral growth. 2. Explain the **core elements** that make a CAP an *action plan* rather than a simple reflection: ● **Personal Profile** – your interests, strengths, and values that guide your choices. ● **Influencing Factors** – social and environmental conditions that shape your career opportunities. ● **Workplace Considerations** – habits, ethics, and professional behavior needed for success. ● **Work–Life Balance Plan** – strategies for maintaining wellness and motivation. ● **SMART Career Goal** – a goal that is Specific, Measurable, Attainable, Relevant, and Time-bound. ● **Action Steps and Timeline** – concrete actions you will take to achieve your goal. 3. Connect this to previous lessons: explain that their tasks from Weeks 1–7 (self-assessment, workplace analysis, work behavior reflection, and wellness planning) are the building blocks of their CAP. 4. Ask learners to reflect on the prompt: o "Why do I need a career plan?" Note: Learners may write their responses on reflection cards or sticky notes, or post them digitally through Padlet if internet access is available. 5. Facilitate a quick sharing of 2–3 responses before transitioning to the main lesson. **Processing Questions:** o What difference does it make if a person has a Career Action Plan?	

	○ How can understanding both career paths and lattices help you adapt to change? ○ Which element of the Career Action Plan do you find most relevant to your life right now? ○ How can this activity prepare you for your future career decisions? **OPTION 2. CASE COMPARISON** *(Scenario-based Strategy)* **Materials:** ● Short story or video showing two contrasting learners— one with a Career Action Plan and one without Copies of the story or a projector for video viewing ● Discussion guide (board, slide, or printed prompts) ● Notebook or meta cards for short reflections **Instructions:** 1. Prepare the **case scenario**. You may: ▪ Create your own short story (e.g., "Andrea and Kyle: Many Paths, Many Goals," showing how one learner who planned early was able to explore different but connected career directions, while another who did not plan faced limited options and uncertainty). ▪ **Use an article or story** (e.g., **https://tinyurl.com/failedcareer**, **https://tinyurl.com/succesess**) ▪ **Show a short clip** (e.g., testimonial or interview of a professional explaining how planning helped them succeed or failed) 2. Present the scenario. 3. Guide focused viewing/reading. Ask learners to note: ○ *"What each character did regarding career planning."* ○ *"The results or consequences of their actions."* 4. Facilitate **pair or group discussion**. Post or say the	*Remind learners that this is a personal reflection — there are no right or wrong answers. However, set clear parameters to help them craft meaningful statements:* ● *The statement should express a personal reason or motivation for career planning.* ● *It should include both an action ("to…") and a purpose or outcome ("so that…").* ● *It should connect to their values, goals, or aspirations — not just external rewards.* *Encourage authenticity and creativity; allow learners to decorate or personalize their cards for display or inclusion in their portfolio. Keep the tone reflective and inspiring rather than evaluative.*

guiding question:

- *"Who will reach career success faster — and why?"*

5. *Ask follow-up questions to deepen reflection:*
   - *"What problems did the student encounter without a plan?"*
   - *"What advantages did the student with a plan have?"*
   - *"How does this relate to your own experience or habits?"*

6. *Synthesize the discussion. Emphasize that having a clear* ***Career Action Plan*** *helps learners prepare for opportunities and make informed choices — the main reason they are studying this lesson.*
7. *Optional Reflection: Ask learners to write on their notebook or paper: "One reason I need a Career Action Plan is because ."*
8. *Collect a few responses to read aloud.*

OPTION 3. PURPOSE STATEMENT WRITING

(Reflective-Creative Strategy)

Materials:

- Short bond papers or index cards
- Pens or markers
- Bulletin board or digital space

Instructions:

1. Begin by saying:
   "Today, you'll write a short statement that expresses why you are creating your own Career Action Plan. These are called Purpose Statements."
2. Explain that a purpose statement helps them stay motivated and intentional as they design their CAP.
3. Write or project the prompt:
   "I am building my Career Action Plan to _____ so that _____."
4. Give sample responses to model depth and sincerity.

	This helps avoid vague or superficial answers like "Wala lang," "For love," or "To get rich quickly." **Examples:** *"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."* *"I am building my Career Action Plan to achieve financial stability so that I can support my family responsibly."* *"I am building my Career Action Plan to explore different career options so that I can make informed choices when opportunities come."* You may also **provide short guiding prompts** such as: *"What do you hope to achieve in your career?" "Who do you want to help or serve through your career?"* *"What kind of life do you want to build through your work?"* 5. Give learners **3–5 minutes** for quiet writing. Encourage sincerity and reflection. 6. After writing, have learners **post their cards on a wall or board** for a brief gallery walk, or compile them as part of their portfolio. 7. Invite **3–5 volunteers** to read their statements aloud. 8. End by emphasizing: *"Every plan begins with purpose. Knowing why you're doing something gives direction and meaning to your goals."* **Processing Questions:** ■ *"What did you realize while writing your purpose?"*	

- *"How can your purpose help guide your next career decisions?"*
- *"How might your purpose change as you grow and experience new things?"*

Simple Success Criteria / Rubric – Purpose Statement Writing

Criteria	Excellent (3)	Satisfactory (2)	Needs Improvement (1)
Clarity of Purp	Clearly expresses a meaningful and specific reason for creating a Career Action Plan.	Expresses a general purpose but lacks some clarity.	The purpose is unclear, vague, or missing.
Depth of Reflection	Shows thoughtful and sincere reflection on personal goals, values, or aspirations.	Shows some reflection but limited depth.	Little or no reflection is evident.
Complete-ness of Statement	Fully completes the prompt ("I am building my CAP to… so that…") with logical ideas.	Completes most of the prompt but with minor gaps.	Incomplete or poorly structured statement.

Scoring Guide

- **8–9 points** – Excellent
- **5–7 points** – Satisfactory
- **3–4 points** – Needs Improvement

	Purpose of the Rubric This simple rubric helps learners: • Write meaningful and focused purpose statements • Connect personal goals to career planning • Reflect deeply on their motivation for creating a Career Action Plan	
B. Instituting New Knowledge	**1. PRESENTING EXAMPLES** **OPTION 1. MODEL CAREER ACTION PLAN** *(Example Analysis Strategy)* **Materials:** 1. Sample printed or projected Career Action Plan (realistic and localized example) 2. Copies or slide presentation **Instructions:** 3. Present a **sample Career Action Plan** that integrates personal, social, and environmental factors. 4. Ask learners to **examine the plan carefully** and **identify where these factors appear** (e.g., family expectations, job market trends, personal interests). 5. Facilitate guided discussion using questions below. 6. Summarize key takeaways emphasizing that a well-designed CAP reflects **balance and realism**. **Processing Questions:** ○ *"Which part of the sample plan do you find most relevant to your current situation?"* ○ *"How did the learner in the sample connect personal, social, and environmental factors?"* ○ *"What makes this plan realistic or achievable in your view?"* ○ *"If this were your plan, what would you change or add?"*	*Choose a sample that is simple but authentic. Avoid overly complex professional plans. Highlight connections between personal, social, and environmental factors rather than just identifying sections. Ask probing questions that relate the sample to learners' own experiences and contexts.* *You may use publicly available sample Career Action Plans from the following sources:* • *DepEd Career Guidance Program Toolkit (CGP Modules) – available via DepEd Commons and DepEd-BLR resources (e.g., "Career Guidance Manual for Junior and Senior High School")* • *TESDA Career Guidance Workbook – sample learner plans and SMART goal formats* • *SEAMEO INNOTECH "Career Guide for Filipino Students" – provides sample reflection-based career plans* • *MyFuture.ph (CHED and PhilJobNet collaboration) – sample student career*

	OPTION 2. PATHWAY MAP COMPARISON *(Analytical Strategy)* **Materials:** ● Two or three printed or projected career pathway and lattice charts (e.g., healthcare, business, technology) ● Comparison worksheet **Instructions:** 1. Display the **sample career pathway and lattice charts** to the class (projected or printed). Ensure they show training stages, credentials, lateral or crossover moves, and specializations within or across industries. Clarify that: ● A career path refers to the upward, hierarchical progression within a field (e.g., Nurse → Head Nurse → Chief Nurse). ● A career lattice shows horizontal, branching, or crossover movements that expand one's skills and experiences (e.g., Nurse → Health Educator → Wellness Coach → Medical Writer). Both are valid and increasingly relevant in today's flexible and technology-driven economy. 2. Ask learners to **compare the pathways and lattices**, noting similarities, differences, overlaps, and unique features. Encourage them to think beyond linear progressions—people can move in multiple directions or combine careers (e.g., teacher and content creator; engineer and entrepreneur). 3. Guide learners to **highlight key external (environmental) factors** (job market demand, digital technology, infrastructure, industry growth) and social	*planning templates and goal-setting examples* • *Indeed, Career Guide: Career Action Plan Examples (https://www.indeed.com/career- advice/career-development/career-action-plan) Template.net Career Action Plan Samples (https://www.template.net/editable/career- action-plan)* *This applies the IDF concept of concrete example and contextualization, bridging abstract career-planning concepts with real-life, locally relevant illustrations.* *Use local or regional data so learners can connect the discussion to real opportunities (e.g., nursing and health- related careers in CALABARZON, TESDA- certified tech careers in Batangas, or teaching lattices in DepEd). Integrate insights from Super's Life-Span, Life-Space Theory, which emphasizes that individuals embody multiple selves and life roles across different career stages. Connect this to the Landas Career Toolkit of the Youth Formation Division (YFD), which promotes*

	factors (family support, peers, community networks) that influence success in both pathways and lattices. 4. Divide learners into **small groups** and ask each group to discuss: o *"Which career pathways or lattices seem most attainable or meaningful in our context, and why?"* Encourage them to imagine that if one route doesn't work out, there are always alternative paths or specializations they can pursue. Emphasize the importance of lifelong learning and skill diversification. 5. Bring the class together to **synthesize**. Explain that **analyzing both career paths and lattices helps them create more realistic and aspirational Career Action Plans (CAPs)**. Reinforce that the goal is not to pick only one path, but **to understand how skills, interests, and opportunities can evolve and interconnect** over time. **Processing Questions:** o *"What similarities and differences did you notice among the pathways and lattices shown?"* o *"What new or alternative career possibilities did you discover from these examples?"* o *"If one pathway doesn't align with your interests, what other routes or specializations can you explore?"* o *"How can social and environmental factors—like job trends, family expectations, or technology—shape your choices?"* *"How does imagining multiple career selves help you plan for your future?"* **OPTION 3. PEER GOAL COACHING USING SAMPLE SMART GOALS** *(Collaborative Analysis Strategy)*	*multiple career perspectives and recognizes that career is not limited to having a job but includes lifelong growth, social contribution, and personal fulfillment.* *Highlight that career adaptability—the ability to shift paths, reskill, or find new technology and industries change rapidly. This activity applies the IDF principle of analysis and comparison, allowing learners to see how abstract concepts of career planning operate in real and evolving life contexts.*

	Materials: ● Two or three printed or projected career pathway or lattice charts (e.g., healthcare, business, technology) ● Comparison worksheet **Instructions:** 1. Display the sample career pathway and lattice maps to the class (projected or printed). ● Ensure they show training stages, required credentials, lateral movements, and possible specializations within or across industries. ● Clarify that pathways represent upward progress within a field, while lattices represent lateral or cross-field movements that build breadth and adaptability. 2. Ask learners to compare the pathways and lattices by noting similarities, differences, overlaps, and possible transitions between them. Emphasize that career journeys can be multi- directional, reflecting real-world situations where people may shift roles, gain new skills, or pursue parallel goals. 3. Guide learners to identify key external (environmental) factors (e.g., job market demand, technology, infrastructure) and social factors (e.g., family support, community expectations) that affect opportunities in each pathway or lattice. 4. Divide learners into small groups and ask each group to discuss: o *Which career pathways or lattices seem most attainable or relevant in our context, and why?"* Encourage them to imagine multiple career possibilities—that if one route becomes unavailable, alternative or related paths exist (e.g., different specializations or complementary professions). 5. Bring the class together and synthesize the discussion	*Provide diverse, locally relevant goal samples (e.g., from teaching, healthcare, or entrepreneurship). Encourage respectful debate during peer evaluation. Emphasize reasoning: Why is this goal better? not just Which is better?* *Use **local or regional data** (e.g., nursing pathways in CALABARZON, teacher progression in DepEd, TESDA technical programs) to keep examples relatable.* *Encourage learners to imagine **nonlinear, multi-path careers** that may include both **vertical progression (career paths)** and **horizontal exploration (career lattices)**.* *Reinforce insights from **Super's Life-Span, Life-Space Theory**, which highlights that individuals have **multiple career selves** over time, shaped by changing roles, goals, and life stages.* *You may also refer to the **Landas Career Toolkit of the Youth Formation*** ***Division (YFD)**, which identifies **multiple career perspectives***

	by connecting it to the upcoming Career Action Plan (CAP): *"By comparing pathways and lattices, we can design flexible plans that balance ambition with adaptability—knowing there are always other ways to grow and contribute."* **Processing Questions:** *What differences and similarities did you notice among the pathways and lattices shown?* o *How can having multiple pathways or goals make a person more adaptable?* o *If you don't succeed in one pathway, what other options or specializations could you explore?* o *How do environmental factors such as job trends affect each pathway or lattice?* *How can family or community support influence success in your chosen direction?* **2. DISCUSSING NEW CONCEPT** ***Purpose:*** *To help learners understand how a Career Action Plan (CAP) is structured around the seven interconnected steps (personal, social, environmental, workplace, balance, SMART goal, action steps) and how each step integrates with the factors influencing real-life career decisions.* **OPTION 1. MINI LECTURE & GUIDED DISCUSSION** *(Teacher-Facilitated Strategy)* **Materials:** ● Slide or printed chart outlining the 7 Steps of the Career Action Plan (CAP) ● Projector or whiteboard ● Short sample from a real or adapted Career Action Plan (DepEd or Indeed sample)	*beyond traditional employment. Emphasize that career is broader than simply "having a job" — it encompasses* ***life roles, personal growth, and community participation.*** *This activity applies the IDF principle of* ***analysis and comparison****, using concrete, contextual examples to show how* ***career paths and lattices*** *operate in real-life settings and how learners can prepare for* ***multiple possible futures.***

	Instructions: 1. Begin by framing the discussion. Introduce the CAP as a flexible and evolving roadmap, not a one-time requirement. ● Emphasize that people today often pursue multiple pathways and career lattices (side or alternative routes). ● Explain that digital technology and economic realities have made it common for individuals to hold multiple jobs, freelance work, or hybrid careers. ● Say: *"Your Career Action Plan isn't fixed—it's a living guide that can change as you grow and as the world of work changes. You may follow one path, several paths, or even combine careers. The goal is to stay adaptable and purposeful."* 2. Present the Seven Steps, explaining each briefly while integrating multiple pathways and lattice concepts: ● **Step 1 – Who I Am (Personal Factors):** Identify your skills, interests, and values that may lead to **different possible directions** in life. Remind learners that one person can explore **several pathways** (e.g., teaching, content creation, business) that reflect different aspects of their identity and strengths. ● **Step 2 – Who Shapes My Journey (Social Factors):** Recognize the influence of family, peers, mentors, and cultural contexts in supporting **diverse career options**. Highlight that a strong network can help open doors to **varied career lattices**—for example, a mentor might connect you to both academic and industry opportunities. ● **Step 3 – What Shapes My Opportunities**	*Keep the discussion visual and interactive. Place the **"CAP is flexible" statement** at the start to set the tone for adaptability and lifelong planning. Integrate the idea of **career lattices** and **multiple pathways** in Steps 1–3 to reflect the current career education paradigm.* *Reinforce the need for **backup plans** and awareness of labor trends (WEF Future of Jobs Report).* *This aligns with **Super's Life-Span, Life-Space Theory** and **career adaptability frameworks**, which recognize multiple selves and life roles beyond just employment.* *Encourage learners to see the CAP as a **personalized, evolving tool** that grows with their experiences and changing aspirations.*

	(Environmental Factors): Understand how job trends, education, and technology influence what's possible. Discuss how the **digital economy** enables remote work, side jobs, or self-employment, expanding the number of attainable pathways. ● **Step 4 – How I Work (Workplace Considerations):** Clarify work ethics, behaviors, and professional habits that remain valuable across **different kinds of work environments**—office, freelance, or hybrid setups. ● **Step 5 – How I'll Stay Balanced (Work–Life Balance):** Reinforce that managing **multiple roles or jobs** requires healthy routines and boundaries to avoid burnout. Encourage learners to plan for wellness alongside productivity. ● **Step 6 – My SMART Career Goal:** Guide learners in setting one clear short-term goal first but remind them that **goals may evolve** or multiply as they discover new interests or life changes. ● **Step 7 – My Action Steps:** List specific actions and timelines toward the goal—but also include a **backup plan** (Plan B or C). Explain that smart career planning includes preparing for changes in the job market. Encourage learners to explore credible resources such as the **World Economic Forum's *Future of Jobs Report 2025*** on the fastest-growing and fastest-declining jobs (https://www.weforum.org/stories/2025/01/futur e-of-jobs-report-2025-the-fastest-growing-and-	

	declining-jobs/) to inform their planning. 3. **Use a short example.** Present a brief sample CAP (e.g., a future nurse or teacher) and say: *"Notice how this student's personal skills (empathy, communication) align with social support (family encouragement) and environmental trends (high demand for educators and health professionals). If circumstances change, they can still pivot— perhaps teaching online or working in health communication."* 4. Facilitate **discussion** using the following guiding questions: o *"Why is it important to start with self-awareness before setting a goal?"* o *"Which step do you think affects all the others the most?"* o *"How can your environment or technology expands your career options?"* o *"What might your Plan B or alternative pathway look like?"* o *"How can your network or community help you navigate multiple roles?"* **OPTION 2. GROUP CONCEPT DISCOVERY** *(Collaborative Inductive Strategy)* **Materials:** ● Reading material or infographic on Career Planning Stages (without explicitly naming the seven steps) Processing questions sheet (same for all groups) ● Manila paper and markers **Instructions:** 1. Divide the class into small groups (4–6 members). 2. Distribute the **same reading material** to each group. 3. The material may include scenarios, narratives, or	*Avoid giving the seven-step titles too early. Let learners **inductively discover** them through analysis. Provide examples relevant to Filipino learners (e.g., K–12 graduates planning for TESDA or college). Applies the IDF principle of **discovery and guided inquiry**, encouraging learners to construct understanding actively through analysis of real contexts.*

	excerpts describing career-planning activities (e.g., "Maria lists her strengths," "Luis checks TESDA scholarships," "Anne writes her SMART goals"). 4. Explain the **task:** ○ *"Read your assigned material carefully. Work as a team to identify the logical steps that a person follows when creating a Career Action Plan. List these steps in sequence."* 5. Provide **uniform processing questions** to all groups: ○ *"What do you notice as the first step in the process?"* ○ *"Which actions come next after identifying personal strengths?"* ○ *"How do the examples connect to environmental and social factors?"* ○ *"If you were to name these steps, what would you call them?"* 6. Allow groups to **discuss and record** their answers on manila paper. 7. Facilitate a **gallery walk or short presentation.** Each group posts their version of the steps and explains their reasoning. 8. Conclude with synthesis: Present the **seven steps** and show how they align with the learners' discoveries. **OPTION 3. JIGSAW LEARNING: CAP STEP EXPERTS** *(Collaborative Deepening Strategy)* **Materials:** ● Seven short reading materials, each focusing on **one CAP Step** (e.g., Step 1 – Who I Am, Step 2 – Social, etc.) ● Processing question sheet (per group) ● Manila paper or digital slides for reporting **Instructions:** 1. Divide the class into **seven (7) groups.** Assign each group one CAP step:	*Ensure each group receives a clear and balanced reading; avoid overlap. Encourage concise, creative presentations (visual flowcharts, icons). Reinforce that collaboration mirrors workplace teamwork.* *Applies the IDF principle of **collaborative construction and synthesis**, allowing learners to co-create understanding through distributed learning and integration.*

	▪ **Group 1** – Step 1: Who I Am (Personal Factors) ▪ **Group 2** – Step 2: Who Shapes My Journey (Social Factors) ▪ **Group 3** – Step 3: What Shapes My Opportunities (Environmental Factors) ▪ **Group 4** – Step 4: How I Work (Workplace Considerations) ▪ **Group 5** – Step 5: How I'll Stay Balanced (Work–Life Balance) ▪ **Group 6** – Step 6: My SMART Career Goals ▪ **Group 7** – Step 7: My Action Steps 2. Distribute each group's material. The reading may contain **short cases, examples, or reflection prompts**. 3. Ask each group to **read and discuss** their assigned step**,** answering the following questions: o *"What is this step mainly about?"* o *"What personal, social, or environmental factors influence this step?"* o *"Why is this step important before moving to the next?"* o *"How can a learner apply this step in their own CAP?"* 4. After the group discussion, each group **creates a short visual** (poster or slide) summarizing their assigned step. 5. Conduct a **Jigsaw sharing:** Groups present their outputs in order (Steps 1–7), creating a full picture of the CAP process. Conclude: Summarize how the seven steps connect as one continuous process. Emphasize that the CAP grows as learners grow.	

Reporting Template / Organizer – CAP Step Experts (Jigsaw Activity)

Each group will use this template to organize their discussion and prepare their poster or slide presentation. This ensures that all essential ideas are clearly included and standardized across groups.

CAP STEP EXPERTS REPORTING TEMPLATE

Group No.: _____

CAP Step Assigned: _____

Title of Step (Optional): _____

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1. What is this step about? (Main Idea)

- _____
- _____

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2. Key Concepts / Factors Involved

(Check or list relevant ideas)

☐ Personal Factors

☐ Social Factors

☐ Environmental Factors

☐ Workplace Considerations

☐ Work–Life Balance

	□ Career Goals □ Action Planning **Notes:** _____ _____ _____ **3. Why is this step important?** • _____ • _____ _____ **4. How does this step help in building a Career Action Plan (CAP)?** • _____ • _____ _____ **5. Real-Life Example or Application** • Provide a simple example showing how a learner applies this step: _____ _____ _____ **6. Key Message / Insight (For Presentation)** • One important takeaway from this step:	

	7. Visual Summary (For Poster/Slide) (Guide for group output) • Use keywords, arrows, or diagrams • Include icons or drawings if possible • Highlight the most important ideas only **Presentation Reminder** • Present in **order of CAP Steps 1–7** • Keep explanation **clear and concise (2–3 minutes per group)** • Focus on **understanding, not memorization** **Purpose of This Template** This organizer helps learners: • Structure their understanding of their assigned CAP step • Identify key personal, social, and environmental influences • Produce consistent and complete group outputs • Connect each step to the overall Career Action Plan process **3.DEVELOPING MASTERY** **Purpose:** *This phase is to provide learners with meaningful opportunities to apply their understanding of career planning factors by integrating their personal values, interests, skills, and workplace aspirations into a concrete career action plan. It also*	*This activity allows learners to integrate their understanding of career planning by developing a unified career action plan based on their personal values, interests, skills, and aspirations. It strengthens decision-making and self-awareness as learners translate assessment results into clear goals, action steps, and timelines. The inclusion of a work-life balance component encourages learners to recognize the importance of physical well-being alongside career development.* *The teacher facilitates the activity by guiding learners in aligning their self-profile with realistic career goals, ensuring that action steps are achievable and meaningful. The teacher also provides probing questions to deepen reflection, such as how their values influence their goals and how physical activities support both health and productivity. Outputs may be enhanced through Canva or submitted via Padlet, allowing the teacher to assess both content understanding and application of digital skills.*

	aims to deepen learners' appreciation of career competence by enabling them to make informed and purposeful decisions about their future pathways. Furthermore, this phase supports the development of holistic well-being by encouraging learners to incorporate physical activities that promote work-life balance, reinforcing the importance of maintaining health while pursuing career goals. **OPTION 1: UNIFIED DEVELOPING MASTERY ACTIVITY: "MY BALANCED CAREER ACTION PLAN"** **Objective:** Learners will design a career action plan aligned with their values, interests, skills, and aspirations, while integrating physical activities that support work-life balance. **Materials:** ● Career assessment results ● Worksheet / planner template ● Canva (optional for output) ● Padlet (optional for submission) **Instructions (Unified Task):** **Step 1: Quick Self-Profile** Complete the following in your worksheet: 2 personal values 2 interests 2 skills 1 career aspiration **Step 2: My Career Action Plan (see LAS)** **Step 3: Work-Life Balance Plan** Add a simple plan: ○ 2 physical activities you will do weekly	

	○ When you will do them (schedule) ○ 1–2 sentences: *How these activities help your career and well-being* **Step 4: Final Output** Present everything as ONE output: One-page poster or infographic using Canva or Submit written worksheet / Padlet post viaPadlet **Teacher Processing:** The teacher: • Guides learners in connecting values, skills, and goals into one coherent plan • Checks if goals and actions are realistic and aligned • Asks: ○ "Does your plan reflect who you are?" ○ "Are your steps achievable in your timeline?" ○ "How does your physical activity support your career readiness?" • Summarizes that effective career planning requires **self-awareness, goal-setting, and balance.**	
C. Demonstrating Knowledge and Skills	**1. FINDING PRACTICAL APPLICATION** ***Purpose****: To enable learners to apply their understanding of the seven steps of the Career Action Plan (CAP) and the five influencing factors (personal, social, environmental, workplace, and balance) by solving realistic career-related situations, planning adaptive responses, and integrating work-life balance strategies in practical decision-making.* **OPTION 1. CAREER SCENARIO SIMULATION** *(Collaborative Application Strategy)* **Materials:** 1. Short career scenario cards or slides (see sample	*Choose **diverse yet relatable** scenarios to reflect real Filipino contexts. Emphasize practicality and teamwork, not role- playing performance.* *Applies the IDF principle of **situational learning and problem-based application**, allowing learners to demonstrate transfer of knowledge to authentic, simulated contexts.*

	below) 2. Manila paper or digital workspace (Jamboard, Canva, Google Slides) **Sample Scenarios:** ■ A student who wants to be a **nurse** but has limited family income. ■ A learner interested in **IT** but lives in a rural area. ■ A future **engineer** balancing academics with health and family duties. **Instructions:** 3. Group learners into 4–5 members and distribute one scenario per group. 4. Explain: *"Each group will create a short solution plan showing how your character can reach their career goal while considering personal, social, environmental, workplace, and balance factors."* 5. Provide 10–12 minutes for discussion and planning. 6. Require each group to include: ■ **Personal actions** (e.g., study habits, skills, mindset) ■ **Social supports** (family, mentors, community) ■ **Environmental opportunities** (scholarships, job trends, local resources) ■ **Wellness strategies** (rest, exercise, stress management) 7. Groups present their solution plans (2–3 minutes each). 8. Facilitate a short synthesis emphasizing adaptive decision-making and balance in career pursuit. **Processing Questions:** 9. *What challenges did your assigned character face?* 10. *How did personal, social, and environmental factors shape the decision?*	

	How can maintaining wellness support long-term career success? **OPTION 2. "IF-THEN" CAREER PLANNING CHART** *(Structured Individual Strategy)* **Materials:** • "If-Then Career Planning Chart" template (two columns: If this happens… / Then I will…) Sample guide (projected or printed): ▪ *If I experience burnout while studying, then I will schedule time for exercise and rest.* ▪ *If I fail the entrance exam, then I will explore TESDA certification programs.* **Instructions:** 1. Distribute or display the chart template. 2. Explain: *"You will write at least three 'If-Then' situations that show how you can respond to possible career-related challenges while staying balanced and healthy."* 3. Encourage variety: academic, financial, personal, or health-related "Ifs." 4. Give 10–12 minutes for completion. 5. Invite 2–3 volunteers to share an entry that connects to work-life balance. 6. Conclude by emphasizing flexibility and self-management as key to sustainable success. **Processing Questions:** a. *How does preparing for obstacles make your plan stronger?* b. *How does balancing study, rest, and wellness contribute to readiness for work?* c. *What support systems help you maintain both your goals and well-being?*	*Model one sample first. Encourage learners to be **specific and realistic** in their "Then" responses. Connect entries to CAP Steps 4–7 (How I Work, How I'll Stay Balanced, My SMART Goal, My Action Steps). Applies the IDF principle of **guided self-regulation and contingency planning**, helping learners apply concepts to personal decision-making.*

	d. *Why is it important to include work-life balance in career planning?* **OPTION 3. PERSONAL CAREER MAP** *(Independent Visual Application Strategy)* **Materials:** ● Large paper, markers, or digital tools (Canva, Padlet, PowerPoint) ● Career Pathway Map Template **Instructions:** 1. Introduce the task: *"You'll design your own Career Pathway Map that traces your steps toward your career goal while showing how you'll stay balanced along the way."* 2. Instruct learners to include at least 4–6 major steps (e.g., Education → Training → Internship → Employment → Career Growth). 3. Under each step, identify: a. **Personal actions** (skills, discipline, perseverance) b. **Social support** (family, mentors, peers) c. **Environmental resources** (scholarships, job trends, technology) d. **Wellness strategies** (exercise, hobbies, time management) 4. Allow 15–20 minutes for creation. 5. Pair learners for peer sharing and feedback. 6. Wrap up by connecting the activity to the seven CAP steps, emphasizing the ongoing need for **self-management and balance**. **Processing Questions:** ■ *Which step in your pathway needs the most support or preparation?* ■ *How do your lifestyle and habits affect your ability to*	*Provide a **sample map** before the task. Before starting the task, present a sample version like this:* ***Sample (For reference):*** ● *Goal: Become a Registered Nurse* ● *Step 1: Develop empathy and communication skills (join outreach programs)* ● *Step 2: Ask advice from my aunt who is a nurse* ● *Step 3: Apply for DOH scholarship and research job trends abroad* ● *Step 4: Maintain punctuality and teamwork in group tasks* ● *Step 5: Do morning jogs and journaling for stress relief* ● *Step 6: SMART Goal – "Finish BS Nursing by 2029 and pass the board exam by 2030."* ● *Step 7: Enroll in a review center, manage time, and keep a healthy routine.* *Encourage creativity but ensure clarity and logical sequencing. Remind learners that wellness strategies are equally important as skills and education.* *Applies the IDF principle of **constructive synthesis and visual mapping**, helping learners integrate multiple factors into an actionable, personalized plan.*

	reach that step? ▪ *How can work-life balance help sustain your motivation in your career journey?* End this part with a short class synthesis: *"A successful career is not just about getting the job you want—it's about staying healthy, balanced, and happy while doing it. The choices you make today must also care for your well- being tomorrow."* 2. **MAKING GENERALIZATION** *Purpose: The purpose of this stage is to help learners synthesize and consolidate their understanding of career factors, strengths, and gaps by forming a clear and meaningful general idea. It enables learners to connect their individual experiences from the activities to a broader concept of career planning, reinforcing critical thinking, reflection, and transfer of learning to real-life decision-making.* **OPTION 1: GUIDED QUESTION-BASED GENERALIZATION** **Process:** The teacher facilitates a short discussion using guiding questions. Learners synthesize their learning by answering orally or in writing. **Guide Questions:** • What did you discover about your career preferences and strengths? • Why is it important to know your strengths and gaps before choosing a career? • How can career planning help you achieve balance in your future life? **Expected Generalization (Learners' Output):** *Learners will conclude that understanding career factors, strengths, and gaps is important in making informed decisions and planning for a balanced and realistic future career path.*	*This activity helps learners synthesize their understanding of career factors, strengths, and gaps by responding to guided questions that connect learning to real-life career planning. It strengthens critical thinking and reflection skills.* ***Teacher Processing:*** *The teacher facilitates by asking structured guiding questions, encouraging learners to explain and justify their responses. The teacher*

	OPTION 2: ONE-SENTENCE GENERALIZATION + SHARING **Process:** Learners individually write one general statement summarizing what they learned, then share it in class or through Padlet. **Prompt:** • "Based on today's activities, complete the sentence: *I learned that career planning is important because…*" **Expected Generalization (Learners' Output):** *Career planning is important because it helps individuals understand their strengths and gaps, make informed decisions, and prepare for a balanced and successful future.*	*probes deeper with follow-up questions such as "Why do you think this is important in choosing a career?" and "How does this affect your future decisions?" The teacher then summarizes learners' responses to highlight the key idea that career planning supports informed and balanced life choices.* *This activity allows learners to independently synthesize their learning by completing a single statement that summarizes the importance of career planning. It develops concise writing and reflective thinking skills.* ***Teacher Processing:*** *The teacher provides the sentence prompt and gives learners sufficient time to formulate their ideas. The teacher encourages sharing of responses orally or through Padlet, then highlights common ideas and correct misconceptions if any. Finally, the teacher emphasizes the key takeaway that understanding oneself leads to better career decisions and future planning.*
VI. ASSESSMENT *(Assessing Learnings)*	***Purpose**: To assess learners' ability to integrate personal, social, environmental, workplace, and balance factors into a coherent and personalized Career Action Plan (CAP) that reflects self-awareness, realistic goal-setting, and commitment to work-life balance.* *This serves as the culminating performance task for the quarter, demonstrating the learner's holistic understanding of career development as a lifelong process.*	

	Materials: • Career Action Plan Template (link: https://tinyurl.com/CAPTemplateW8Q3) • Scoring Rubric (Link: https://tinyurl.com/RubricW8Q3) • Peer Feedback Sheet (optional) (Link: https://tinyurl.com/PeerFSW8Q3) • Sample Career Action Plan (https://tinyurl.com/SampleCareerActionPlan	
	Instructions: **A. Task Orientation and Preparation** 1. Present the **summative task brief** (via slide or printed handout): *"Today, you will begin creating your Career Action Plan — your final performance task for this quarter. It will show how your learning from Weeks 1–7 comes together into one meaningful plan for your future."* 2. Distribute the **Career Action Plan Template**, **Rubric**, and **Peer Feedback Sheet**. 3. Clarify expectations: The plan integrates all prior outputs (self- assessment, workplace analysis, wellness plan). o Submission is on a later date; this session is for drafting and teacher-guided clarification. o Learners may choose from **three formats** (Differentiated Assessment): ▪ **Written portfolio** – completed on the template or notebook ▪ **Digital portfolio** – PowerPoint, Canva, Google Slides, or e-portfolio format ▪ **Oral presentation** – 3–5-minute video or live defense with slides 4. Remind learners: *"Your CAP should reflect who you are — your values, influences, and aspirations."* **B. Guided Creation and Drafting** 5. Guide learners in completing the **key sections** of the CAP: ▪ **Who I Am (Personal Factors)** – Identify your *skills,*	*Give learners adequate time for reflection and autonomy. This task is not just a project but a personal synthesis of all their learnings.* *Ensure rubrics are explained clearly before work begins so expectations are transparent.* *If possible,* ***observe learners while drafting their Career Action Plans*** *to monitor understanding and provide immediate feedback. If time does not permit in-class completion,* ***set a clear submission schedule*** *and allow them to continue refining their plans as a take- home or asynchronous task. Encourage differentiated outputs to honor diverse learner strengths and preferences (UDL principle: multiple means of expression).* *Remind learners that* ***authenticity is more valuable than perfection****—their plan should reflect who they truly are and what they aspire to become.*

	interests, talents, and values that align with your chosen career goals. ▪ **Who Shapes My Journey (Social Factors)** – Describe the *people and social groups* (family, peers, mentors, community) that influence your career decisions. **What Shapes My Opportunities (Environmental Factors)** – Note the *external conditions* such as job trends, technology, scholarships, and local or global opportunities that affect your career path. ▪ **How I Work (Workplace Considerations)** – Reflect on your *work habits, attitudes, and behaviors* that contribute to professional growth and career success. ▪ **How I'll Stay Balanced (Work–Life Balance)** – Plan how you will *maintain physical, emotional, and mental wellness* while pursuing your goals. ▪ **My SMART Career Goal** – Write one clear goal that is *Specific, Measurable, Attainable, Relevant,* and *Time-bound* to guide your next steps. ▪ **My Action Steps** – List the *specific, practical actions* you will take to achieve your SMART goal (e.g., enroll in a course, seek mentorship, volunteer, apply for training). ▪ **Reflection** – Answer briefly: *"How do my personal, social, and environmental factors help me shape a meaningful and balanced career path?"* 6. Move around to provide coaching and feedback, especially on goal alignment and feasibility. 7. Encourage learners to use **previous outputs** (e.g., self-assessment inventory, workplace chart, wellness log) as references for their entries.	*Applies the IDF principle of* ***performance- based assessment and integrative synthesis****, enabling learners to demonstrate deep understanding through a contextual, self-directed output.*

RUBRIC: CAREER ACTION PLAN (CAP)

Criteria	Excellent (4)	Good (3)
Career Goal Clarity	Clear, realistic, and well-defined goals	Clear but slightly general
Completeness of CAP	All sections completed fully	Most sections completed
Numeracy Integration	Strong timeline, budget, and data use	Basic numeracy included
Science Integration	Clear use of science/tech and safety awareness	Some science connection
Work-Life Balance	Strong inclusion of physical activity + explanation	Includes physical activity
Reflection Quality	Deep, thoughtful, and insightful	Clear reflection

Assessment Rubric

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

The criteria in this rubric are suggestive in nature. Teachers may modify them according to their respective contexts, learning objectives, task requirements, and learners' needs.

The criteria in this rubric are provided as a guide. Teachers may contextualize or modify them according to their learners' needs and respective school contexts, provided that the revised criteria remain aligned with the learning competency, intended outcomes, and requirements of the task.

The following are general private-sector labor standards. Their application may vary depending on the employee's classification, sector, workplace arrangement, and statutory exclusions. Government personnel are generally covered by civil service laws and rules.

These examples illustrate basic rates for covered private-sector employees. Actual computation may differ depending on whether the day is a regular holiday, special day, scheduled rest day,

	Work Life Balance	Strong inclusion of physical activity + explanation	Includes physical activity	Limited explanation	No balance shown	*or a combination of these. Applicable wage orders, employment contracts, collective bargaining agreements, and statutory exclusions should also be considered.*
	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

VII. REFLECTION *(Feedback and Continuous Improvement)*	**REFLECTION (Feedback and Continuous Improvement)** **Activity: Reflection Post (Padlet or LAS)** **Objective:** Learners will compose a short reflection describing their career priorities, strengths, and areas for improvement, and explain the importance of career planning for future life balance. Learners will also demonstrate **basic numeracy skills** through simple interpretation of time-based planning and career-related data. **Instructions for Learners:** Go to the class Padlet board or use the provided LAS. Create a post titled: **"My Career Reflection"** Write a short reflection (5–8 sentences) answering the guide questions below. Include at least **ONE numeracy-based element** from the options provided. **Guide Questions:** What career factors are most important to you and why? Why is career planning important for your future life balance? How do your strengths and interests influence your career choice? What area do you still need to improve? **NUMERACY INTEGRATION REQUIREMENT** (Choose ONE): Let the learners include at least one of the following in their reflection: **A. Timeline Skill** Create a simple career timeline (e.g., 1 year, 3 years, 5 years goal) Example: "In 1 year I will…, in 3 years I will…"

	B. Goal-Setting Schedule Include at least **2–3 time-bound goals** Example: monthly or yearly targets for career preparation **C. Progress Monitoring** Mention how you will track progress (e.g., checklist, weekly goals, self-rating scale 1–5) **D. Labor Market Awareness** Include simple interpretation such as: ● job demand (high/medium/low) ● salary range comparison or local career opportunities in your community **Optional Enhancement:** Let the learners add: Icons, images, or simple charts Visual timeline or table from their CAP worksheet **Literacy Integration Note:** This activity develops learners' ability to: ● Construct coherent sentences ● Use appropriate vocabulary in career planning ● Organize ideas logically in written reflection ● Express personal and analytical thinking clearly **Expected Output:** A 5–8 sentence reflection that includes: ● Career priorities and strengths ● Importance of career planning for life balance ● At least ONE numeracy-based planning element (timeline, schedule, monitoring, or data interpretation)
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used ChatGPT in order to check grammar and brainstorm instructional ideas. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.