

Designation of Tasks

Name	Part to write
FERNANDO ✖	Foundational Components: This section covers all the preliminary information. It involves defining the Title, Subject Matter, Lesson Objectives, Profile of Learners, K-12 Standards, and the Assessment methods (both formative and summative).
BONBON ✔	Lesson Opening: This part focuses on creating the "hook" to engage students. It requires designing the initial Procedure for the activity and justifying it with specific UDL principles for Engagement .
JUSTIN ●	Teacher Input: This is the direct instruction phase of the lesson. The task is to outline the Procedure for how the teacher will present new information (like concepts and examples) and explain how it aligns with UDL's Multiple Means of Representation .
ANGELICA ✔	Guided & Independent Practice: This section covers student application. It involves designing a Guided Practice activity where students apply skills with support, followed by an Independent Practice where they work on their own. Each part needs a clear Procedure and a rationale based on UDL's principles for Engagement and Expression .
GWYNETH ●	Closure: This is the final part of the lesson flow. The task is to design a concluding activity or reflection that summarizes the key takeaways. This includes the Procedure and its alignment with UDL principles for Engagement .
VITTO ✔	Differentiated Instruction (DI) LP and PLAN: This is a separate, analytical section. It requires creating a detailed profile for a specific learner (DI LP) and then outlining the specific strategies for differentiating the Content, Process, Product, and Learning Environment for the entire lesson.

Worksheet no. 5: UNIVERSAL DESIGN FOR LEARNING

Title: Navigating Our Paths: Turning Challenges into Strengths

Grade Level: Grade 11

Subject Matter: Life and Career Skills

Lesson Objectives:

1. **Identify** protective factors (strengths, supports) and risk factors (challenges, stressors) in various life scenarios.
2. **Analyze** how resilience is built by leveraging protective factors to navigate risk factors.
3. **Formulate** a personal action step for building one's own resilience.

Profile of Learners Assumed to be in the Classroom:

This lesson is designed for a diverse Grade 11 class. The classroom may include students who are:

- Facing academic or social pressure (MC2).
- Juggling significant outside responsibilities (MC1).
- Exploring their identity and facing social challenges (MC3).
- English Language Learners who may need visual aids and peer support.
- Kinesthetic learners who benefit from movement and hands-on activities.

K-12 Standards (Life and Career Skills):

- **Content Standard:** The learners demonstrate understanding of the interconnectedness of developmental tasks, protective and risk factors, sense of self, and health and wellness.
- **Performance Standard:** The learners reflect on their personal experiences as adolescents in terms of developmental tasks, protective and risk factors, sense of self, and health and wellness.
- **Essential Life Skills:** Self-awareness, self-acceptance, resilience, problem-solving, goal setting, self-determination.

Assessment:

- **Formative / ongoing assessment (X)**
 - Observations during the "Four Corners" activity.
 - Group outputs from the "Resilience Strategy Board" activity.

- **Summative / end of the lesson assessment (X)**
 - Submission of the "My Resilience Action Step" on an exit ticket.

Materials:

- Projector or smartboard
- Markers and manila paper or whiteboard
- Printed character profiles (MC1, MC2, MC3)
- Four signs labeled with a key challenge for each character and one "Observer" sign
- Sticky notes for the closure activity

I. LESSON OPENING

PROCEDURE	UDL (Multiple Means of REE)
<p>Activity: "Four Corners" (10 minutes)</p> <p>1. The teacher posts four signs in the corners of the room, each with a challenge inspired by a character:</p> <ul style="list-style-type: none"> • "Feeling Overwhelmed by Responsibility" (MC1) • "Feeling Like an Outsider" (MC2) • "Feeling Misunderstood" (MC3) • "Observing" <p>2. Students are asked to silently move to the corner that best represents a challenge they have felt before.</p> <p>3. In their corners, students briefly share with one other person <i>why</i> they chose that corner.</p> <p>4. The teacher asks one volunteer from each corner to share a general insight.</p>	<p>Multiple Means of Engagement:</p> <p>Recruiting Interest. The activity immediately connects the lesson to students' lived experiences in a safe, non-intrusive way.</p> <p>Fostering Collaboration. The corner discussion allows for low-stakes peer interaction.</p> <p>Optimizing Choice & Autonomy. Providing an "Observing" corner gives students a valid choice if they are not comfortable participating directly, ensuring a safe learning environment.</p>

II. TEACHER INPUT

PROCEDURE	UDL (Multiple Means of REE)
<p>(15 minutes)</p> <p>1. Introducing Concepts with Gestures: The teacher defines:</p> <ul style="list-style-type: none"> • Risk Factors: "The challenges or storms in our lives." (Teacher makes a 'stormy weather' gesture). • Protective Factors: "Our umbrellas—the strengths and supports that protect us." (Teacher pretends to open an umbrella). <p>2. Case Study Introduction: The teacher formally introduces MC1, MC2, and MC3, linking them to the corners from the opening activity.</p> <p>3. Interactive Analysis: The teacher leads a discussion to identify the "umbrellas" (protective factors) for each character.</p> <ul style="list-style-type: none"> • <i>"Para kay MC1, ano ang payong niya laban sa hirap? (Diskarte, pagmamahal sa pamilya)."</i> • The teacher uses frequent check-ins ("Thumbs up/down") to gauge understanding. 	<p>Multiple Means of Representation:</p> <p>Clarifying Vocabulary & Symbols. Using gestures and simple analogies ("storms" and "umbrellas") makes abstract concepts accessible and memorable for all learners, including visual learners and English Language Learners.</p> <p>Highlighting Patterns & Big Ideas. The teacher explicitly connects the opening activity to the case studies and the core concepts, helping students see the relationships between personal experience and academic theory.</p>

III. GUIDED PRACTICE

PROCEDURE	UDL (Multiple Means of REE)
<p>Activity: "Resilience Strategy Board" (15 minutes)</p> <p>The teacher will discuss what Resilience is and how people respond to different challenges based on their personal situations. After that, the teacher will explain the activity.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide the class into small groups. Each group will receive a character profile and a manila paper divided into three parts: <ul style="list-style-type: none"> ● Risk Factor (Storm) - <i>challenges, risk, threat</i> ● Protective Factor (Umbrella) - <i>strength, resources, support</i> ● Action Step (Strategy) - <i>action, plan, solution</i> 2. Groups will identify primary risk and protective factors, then discuss how the character can respond to the situation/s. 3. Each group will develop an Action Step the character can apply to overcome their challenges, symbolizing how they can use their "umbrella" to face the "storm." 4. After completing their board, each group will present their "Resilience Strategy Board" to the class and briefly explain their ideas. 	<p>Multiple Means of Engagement:</p> <p>This activity encourages cooperation and active participation as students exchange their own ideas and work together to create their strategy board. Through discussions, they practice expressing their thoughts, listening to others, and making group decisions.</p> <p>The three-column layout also helps to guide and allows them to identify the problems and find practical solutions to it. It keeps them focused while still giving room for creativity and collaboration.</p>

IV. INDEPENDENT PRACTICE

PROCEDURE	UDL (Multiple Means of REE)
<p>Activity: "My Resilience Action Step" (10 minutes)</p> <p>Before wrapping up, the students will take a moment to reflect on their own experiences. The teacher will encourage the students to think about the "storms" (challenges) they face and the "umbrellas" (strength) they use to overcome them.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. The teacher asks students to reflect on their own "storms" and "umbrellas." 2. Students are given the freedom to choose how they want to express their reflection: <ol style="list-style-type: none"> a) Write – Complete the sentence: "When facing the challenge of ___, I will use my strength of ___ to ___." b) Draw – Create a simple sketch or symbol that represents their challenge, strength, and action plan. 3. This activity is done individually and will not be collected, so students can reflect honestly and privately. 	<p>Multiple Means of Representation & Expression:</p> <p>By allowing the students to choose between writing or drawing, the activity supports different learning styles and ways of showing ideas. Some students express themselves better with pictures, while others feel more comfortable using words. This helps everyone to express their thoughts in the way that suits them best.</p> <p>This activity also encourages the students to reflect more about their own personal experiences, building self-awareness. Through this reflection, they learn to understand themselves deeply, set personal goals, and to take steps toward growth.</p>

V. CLOSURE

PROCEDURE	UDL (Multiple Means of REE)
<p>Activity: "Our Resilience Wall" (10 minutes)</p> <ol style="list-style-type: none">1. The teacher distributes sticky notes to every student.2. Students are asked to write down one protective factor (an "umbrella") they will use or appreciate this week. It can be a personal strength (e.g., "My Creativity") or a support system (e.g., "My Friends").3. One by one, students come to the front and add their sticky note to a designated "Resilience Wall" on the board.4. The teacher concludes by highlighting the variety and strength of the collective "umbrellas" shown on the wall.	<p>Multiple Means of Engagement:</p> <p>Optimizing Relevance and Value. This transforms an individual reflection into a visible, collective statement of community strength and support.</p> <p>Fostering Community. The act of building the wall together reinforces the idea that while everyone has their own challenges, the classroom is a community with a wide array of protective factors to share and draw upon.</p>

DI LP

Learner Name: MC1, MC2, MC3

Characteristics	The group includes kinesthetic learners who require movement, English Language Learners (ELL) who benefit from visual aids, and introverted students who prefer quiet time for reflection.
Interests	Their interests span from artistic expression to logical problem-solving and social interaction.
Readiness	Some students quickly understand abstract concepts, while others need tangible examples and structured outlines to help organize their thoughts.
Learning Styles/ Profile	The class has a mix of visual, auditory, kinesthetic, and reading/writing learners.

Differentiated Instruction (DI) PLAN

CONTENT	Core concepts are taught through stories (for narrative learners), analogies/gestures (for visual/kinesthetic learners), and explicit definitions (for text-based learners), ensuring all students can access the material.
PROCESS	The "Four Corners" activity supports kinesthetic learners. Language support includes simplified terms with analogies/gestures for ELLs, who are also grouped with supportive peers. Pacing moves from personal reflection to group analysis to individual application, with a strategy board providing structure.

PRODUCT	The summative assessment is a low-stakes exit ticket. Independent practice offers a choice between writing or drawing, allowing students to express their understanding without formal grading pressure.
LEARNING ENVIRONMENT	The environment is designed to be safe and inclusive, with choices provided at every stage (e.g., the "Observer" corner, choice of reflection method).