



11 Personal Development



Personal Development

Knowing Oneself – Strengths and Limitations

Personal Development
Knowing Oneself – Strengths and Limitations
First Edition, 2020

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Introductory Message

For the facilitator:

Welcome to the Personal Development Grade 11/12 Alternative Delivery Mode (ADM) Module.

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Personal Development Alternative Delivery Mode (ADM) Module.

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

| | |
|------------------------------|--|
| What I Need to Know | This will give you an idea of the skills or competencies you are expected to learn in the module. |
| What I Know | This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module. |
| What's In | This is a brief drill or review to help you link the current lesson with the previous one. |
| What's New | In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation. |
| What is It | This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills. |
| What's More | This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module. |
| What I Have Learned | This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson. |
| What I Can Do | This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns. |
| Assessment | This is a task which aims to evaluate your level of mastery in achieving the learning competency. |
| Additional Activities | In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts. |
| Answer Key | This contains answers to all activities in the module. |

At the end of this module you will also find:

References This is a list of all sources used in developing this module.

Lesson 1 **Knowing Oneself – Strengths and Limitations**

As an individual, we commonly see other people's manner of doing things, belief, and lifestyle. Most of the time, we give comments and/or judgment on how they behave and react in certain scenarios. However, it is observed that most people find it hard to make good and sound evaluation towards their own behavior, traits, and personality. In this lesson, we will try to know ourselves better by having careful reflections on how we see ourselves as an individual and understanding our characters particularly as young and late adolescent.

What I Need to Know

This module was designed and written with you in mind. It is here to help you master the nature of Biology. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The lesson in this module is about Knowing Oneself. After going through this module, you are expected to:

1. Explain that knowing oneself can make a person accept his/her strengths and limitations and dealing with others better.

What's In

Start knowing yourself better. Kindly work with a partner (*anyone who is available to give you some assistance*) and assess how well you know yourself by listing down your values, characteristics and/or traits using the *Four Quadrants of Oneself*. (*Be guided by the instructions below.*) Be able to discuss to your teacher/guide or partner/buddy the result of this activity using your output.

- I. Values you know well you possess
- II. Values you and others knew you possess
- III. Values you and others hardly knew you possess
- IV. Values others knew well you possess

| | | | |
|------------------------------------|---|--|----------------------------------|
| Well-known by self alone | I <div style="border: 1px solid black; height: 80px; width: 100%; border-radius: 10px;"></div> | II <div style="border: 1px solid black; height: 80px; width: 100%; border-radius: 10px;"></div> | Well-known by self and others |
| Hardly known by self and others | III <div style="border: 1px solid black; height: 80px; width: 100%; border-radius: 10px;"></div> | IV <div style="border: 1px solid black; height: 80px; width: 100%; border-radius: 10px;"></div> | Well-known by others alone |

What's New

Self-Development

As an adolescent, it is undeniable that during this year, you find it most important to know yourselves deeper. You most of the time find yourself asking 'what do you really want' or 'why do you really like doing these things or being with these people'.

You may find it queer that you are starting to ask yourself questions, but you have got to understand that you are not the only person who experienced it. In other words, what you are experiencing is just normal. Now that you are in your middle or late adolescence we can say that you may have discovered changes in your life, or in your behavior or attitude that compel you to discover more.

Self-development is a process of discovering oneself by realizing one's potentials and capabilities that are shaped over time either by studying in a formal school or through environmental factors. Along this realization, an individual encounters gradual changes deep within him/her that may help him/her overcome unacceptable practices or traits which lead him towards positive change for his growth or self-fulfillment. It is also called personal development.

On the other hand, examining yourself, most specifically how you react on things, your belief, traits, and values is one of the most complicated things to do in the world. You must understand, though, that it is not that simple. In fact, it follows a process.

This lesson will be of great help for you to rediscover yourself better. Let us start by knowing some concepts of understanding oneself.

Know Thyself

"An unexamined life is not worth living", this is one of the famous lines once uttered by one of the greatest philosophers of Ancient Greek, Socrates.

Know Thyself is an old maxim or aphorism which in time has been used in varied literature and consequently gained different meanings. One of its meanings is recorded in the Greek encyclopedia of knowledge called *"The Suda"*.

Thomas Hobbes also discussed his own views about the maxim from which he used the phrase *"read thyself"* in his famous work *The Leviathan*. He stressed that an individual could learn more by studying others and that he/she can do this by engaging himself/herself to reading books. However, Hobbes emphasized that a person learns more by studying oneself.

He further elaborates his views about know thyself from which he states that a man who looks into himself/herself and considers contemplating on what he/she did or what he/she thinks, reasons, hopes and/or fears and to what grounds he/she feels all these can consequently learn how to read and learn others' thoughts and passions in similar occasions.

Thus, this statement leads us to the realization that knowing oneself is the open door that leads us to knowing others better.

Authors of other materials related to this idea believe that 'know thyself' is a moral epistemological injunction. This suggests that the philosophy is the acquiring the skills of way of questioning or challenging the person to gain careful understanding of oneself. It is a form of self-concern.

Self-Concept

Self-concept is one's abstract and general idea about him/herself particularly toward his/her unique personality and his/her own perception about his/her set of values, point of views and behavior.

This theory began as Rene Descartes, *the Father of Modern Philosophy*, proposed his theory that a person's existence depends on his/her perception. Rene Descartes stated that mind is the seat of consciousness.

This means that it is in the mind that we know everything about ourselves like our identity, passion, interest, feelings, and/or intellect, thus everything that we are comes from the mind.

Self-concept theory has a lot of suppositions regarding how people learn to judge themselves. Among these Sincero named three aspects such as:

Self-concept is learned. This explains that no individual is born with self-concept. A person will soon develop this as he/she grows old. This means that self-concept can only be acquired as soon as the person learns how to mingle with others and so this indicates that self-concept is influenced by the person's environment and can be a product of the person's socialization.

Self-concept is organized. This stresses out that one's perception towards himself/herself is firm. This means that a person may hear other people's point of view regarding himself/herself but will keep on believing that what he/she thinks of himself/herself is always the right one. Change on one's perceptions towards himself/herself, however, may also be possible but it takes time.

Self-concept is dynamic. As an individual grows older, he/she continues to encounter problems or challenges that may reveal his/her self-concept in that particular time or situation. A person will respond to the scenario based on his/her own insights and how he/she perceives himself/herself in the situation. Thus, self-concept undergoes development as the person goes through different experiences.

Aside from the philosophers above, Sigmund Freud who is a well-known psychologist, neurologist and the creator of Psychoanalysis Theory and the father of psychoanalysis, proposed that there are three components of personality within us: the **Id, Ego and Superego** that certainly play a vital role of how we think of ourselves.

The Id. Freud explained that man's personality is driven by pleasure principle. This means that the nature of Id is to satisfy man's desire without thinking much of the situation. This nature is being developed at a young age or present from birth. To illustrate this idea let us take this as an example. An infant will cry if he/she wants to be fed to satisfy his/her hunger. An infant cannot exactly explain what he/she really wants. Also, infants do grab things and would want to get things on their hands not minding if they hurt nor if they are important or not. All they want is to get them for they want them. This is the nature of Id, when the id wants it the rest are no longer important. However, this instinct is controlled by the ego and superego as these aspects are developed in man's life later.

The Ego. This is the second component of the personality that is developed at approximately the age of three. This operates according to reality which makes it possible for the Id to work in a more proper and satisfactory ways. The ego will give a more socially accepted means of getting the desires and wants of a person without getting to hurt other's feelings. In other words, it is the job of the ego to provide a man some guidelines on how to behave accordingly while he fulfilled his pleasure.

This component of our personality is manifested whenever we try to satisfy our cravings without compromising our self-image to others.

The Superego. Freud believed that this aspect of man begins to manifest as a child turns 5. This is the last component of personality which holds our moral judgments or concept of right and wrong that are believed to be acquired from the family and the environment.

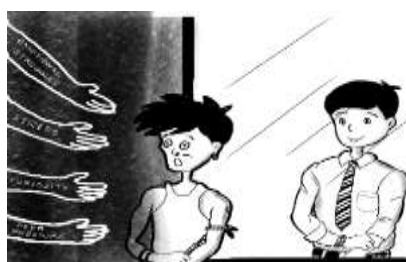
This personality is developed as man learns the culture of distinguishing right from wrong based on the set of guidelines and standards that are known to people which might have been probably imposed by the people in the community like parents, teachers, elders or the community as a whole. Therefore, superego directs a man's life for him to avoid hurting others.

What is It

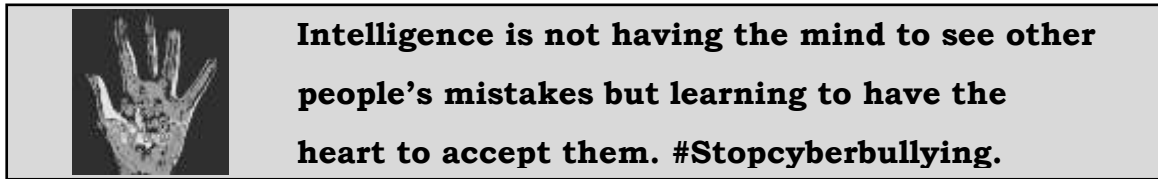
Various artists use arts to express their innermost thoughts through painting, photos, cartoons, murals, and the likes. Our appreciation and judgment of others' works might reveal our innermost thoughts and theirs, as well.

Challenge 1: Editorial Cartoon Analysis

Directions: Study the editorial cartoon below. Answer the questions that follow. Do this on your answer sheet.



1. What do you think is the message of the cartoon? Do you agree with the cartoonist?
2. How would you describe the thought of the cartoonist toward adolescents?



1. How would you interpret the line in connection to cyber bullying?
Do you agree with it? Give concrete situation to justify your answer.
2. Visualize the situation being presented by the author.
3. In what certain scenario do you think would this line be applicable?

What's More

Activity 1 Discussing and Understanding Terms and Philosophies of Knowing Oneself

Knowing Oneself is quite an easy task but it requires a lot of self-assessment and some "me" time in order to be very much adept with how one must analyze his/her way of behaving, interacting and living his/her life with other people in his/her community.

In this part of the module you are to do the following things to enable yourself to measure the things you gained about Knowing Oneself.

Activity 1.1. Define the following terms below in your own words.

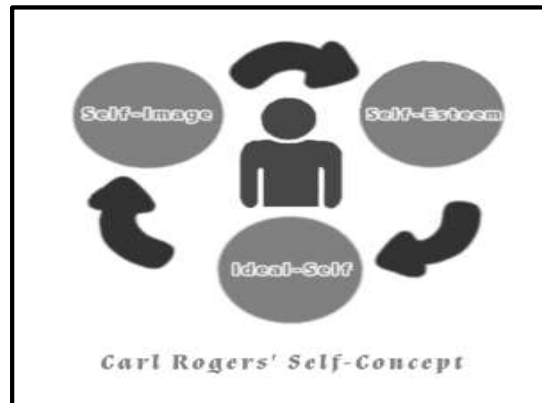
1. Self _____
2. Knowing Thyself _____
3. Ed _____
4. Ego _____
5. Superego _____

Activity 1.2. Briefly discuss the principles and concepts of the famous philosophers. Do this on your paper.

1. "Knowing others is intelligence; knowing yourself is true wisdom. Mastering others is strength; mastering yourself is true power." - Lao Tzu
2. "Knowing yourself is the beginning of all wisdom." - Aristotle

Activity 1.3. Learning the Skill: Understanding Conceptual Paradigm

1. Study the conceptual framework below. Analyze the connections of the elements and explain it in a concise manner.



What I Have Learned

1. Self-development means is taking steps to better yourself. It also means efforts toward self-fulfillment.

2. Know Thyself is an old maxim or aphorism gained different meanings.

3. “The Suda” is the encyclopedia of Greek knowledge wherein the concept of Know Thyself is interpreted in different meanings.

4. Thomas Hobbes used the phrase “read thyself” to stress out that an individual can learn more by studying others and that he/she can do this by engaging himself/herself to reading book.

5. Knowing oneself is the beginning of all wisdom according to Aristotle.

6. Know thyself is a moral epistemological injunction according to some writers which means acquiring the skills of way of questioning or challenging the person to gain careful understanding of oneself.

7. Self-concept is ones abstract and general idea about him/herself particularly toward his/her unique personality and his/her own perception about his/her set of values, point of views and behaviour.

8. Rene Descartes states that mind is the seat of consciousness.

9. Self-concept have three aspects as enumerated by Sincero namely: Self-concept is 1.) learned, 2.) organized, and 3.) dynamic.

10. There are three components of self, according to Sigmund Freud namely: 1.) The Id, 2) The Ego, and 3.) The Superego.

What I Can Do

Now that you have a better grasp of yourself, you are to do this activity. Recall the most important event/s of your life which you believe to have helped you discover yourself more. Complete the road map below. Consider the instructions given. Do this on a sheet of paper.

Title of the Road Map

Name three traits/values you will constantly and consistently share with others so that they will also overcome the challenges of their lives.

Justify why you would still choose the road you have chosen to take.

State one good reason why you won't choose to change yourself or your present thoughts.

Describe how your traits which you have gained through your experiences, have helped you surpass your life's challenges.

Name the changes you have noticed in yourself after encountering challenges you have indicated in part 5 "Bridge."

List down things/activities you do that make/s you strong whenever you feel so down...

State things you have realized after overcoming problem/s when no one was there to help you.

List down the positive things that happened to you after learning the lessons you have in Gas Station 1.

Describe yourself before you have encountered the problem.

Name the first problem you have encountered that has given you a good lessons in life.

Assessment

Multiple Choice. Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. What explains the phrase “read thyself” of Thomas Hobbes?
 - a. It is the effort toward self-fulfillment.
 - b. an individual can learn more by studying others.
 - c. must not boast and attend to the opinion of others.
 - d. learning through one’s experiences and achievements
2. Which does **NOT** state the nature of The Id?
 - a. starts from birth
 - b. focuses on one’s desire
 - c. develops at the age of 5
 - d. satisfies pleasure principle
3. Which states **FACT** about The Superego?
 - a. acquired from birth
 - b. holds persons moral judgment
 - c. developed for a long period of time
 - d. affected by persons unique identify
4. Which statement can define The Ego?
 - a. satisfies ones wants
 - b. operates according to reality
 - c. develops according to one’s desire
 - d. affects persons opinion toward himself
5. Which statement is true about mind as the seat of consciousness as defined by Rene Descartes?
 - a. through our minds we perceive the future
 - b. through our minds we know ourselves better
 - c. through our minds we realized our past experiences
 - d. through our minds we keep on discovering people’s belief
6. Which is **NOT** true about self-development?
 - a. Every people will undergo this process.
 - b. Everybody will look for ways to understand himself/herself.
 - c. Everyone will find it difficult to know himself/herself better.
 - d. Every individual has the chance of knowing himself/herself better.
7. What is likely to happen when one gained complete understanding of himself/herself?
 - a. He/She will seek professional help.
 - b. He/She will find difficult knowing others.
 - c. He/She will build a better life on his/her own.
 - d. He/She will take his/her part in the society successfully.

8. To where a person is believed to acquire his/her first and primary concept of right and wrong?
- from his/her family
 - from his/her school
 - from his/her friends
 - from his/her society
9. Why should a person develop The Ego?
- He/She will become more mature
 - He/She will appear more educated
 - He/She will gain be more successful
 - He/She will learn how to control his/her instincts.
10. Why is The Superego important?
- This gives person guidelines of distinguishing right from wrong.
 - This teaches an individual to be more careful of his/her actions.
 - This provides concept of communities' rules for judging people's actions.
 - This helps one realize whether actions of others are needed to be judged.
11. Why did Lao Tzu say that Mastering yourself is true power?
- Mastering one's personality will give you courage to do everything.
 - Knowing yourself will effectively increase your strength and positive traits.
 - Being familiar with one's personality is really an advantage for one to outstand the rest.
 - Knowing oneself will allow one to respond to a situation according to his/her behavior.
12. What idea is embedded in the phrase, "Mastering others is strength."
- Knowing others is gift
 - Knowing others is ability
 - Knowing others is a talent
 - Knowing others is mastery
13. What is the probable reason why *The Suda* reminds people not to be affected by others opinion?
- Other people point of view is very belittling.
 - People have tendency to forget old teachings.
 - Self-concept does not concentrate on people's opinion.
 - Self-concept does not value the point of view of others towards oneself.
14. What is meant by "Knowing others is intelligence."?
- Having ideas towards identify of others is just a mental state.
 - Getting to know others is also a gift that only few are blessed.
 - Knowing how to deal with different personalities is a special talent.
 - It is not easy to know others it requires mental capability to do this.

15. What is meant by “Knowing yourself is true wisdom.”?

- a. Self-concept is a great power of mind.
- b. Knowing oneself is achieving a higher level of thinking.
- c. Knowing oneself is a process that is developed self-discovery.
- d. Self-concept is a kind of intelligence that developed through education.

Additional Activities

You are indeed successful in studying this lesson, now you are to do a certain task to enhance your skills in knowing yourself better.

They say that people do live in accordance or opposite to what their names suggest. Kindly ask your parents, guardian, or relatives of a short history of how they name you. You may also surf the net of the meaning of your name.

After having the knowledge regarding the definition of your name, face the mirror, contemplate, and relax for a moment. You are to recall happy thoughts and the lowest moment of your life. In your mind, try to list down things that makes you familiar with your behavior, personality, actions, and values.

Then, after a moment of contemplating make a diary note and write down your thoughts there. Be guided by the instructions below.

Write a three-paragraph reflection on how you lived your life for the past five years. Please take note of the guide questions given below.

- 1. Have you lived in accordance or opposite of your name?
- 2. What delivered you to having this kind of life?
- 3. What would you like to retain the same or to change your life?
- 4. What best quote can sum up your life?



My Life

Personal Development

Knowing Oneself –

Characteristics, Habits, and Experiences

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Knowing Oneself – Characteristics, Habits, and Experiences
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Lesson 2 Knowing Oneself

As an individual, we commonly observe, and undeniably, judge other people's manners, beliefs, and lifestyle. However, it can be perceived, though, that most people find it hard to make good and sound evaluation toward their own behavior, traits, and personality. In this lesson, we will try to know ourselves better by having careful reflections on how we see ourselves as an individual and understanding our characters particularly as young and late adolescent.

What I Need to Know

This material was crafted to give you – learners, the right amount of assistance for you to absorb and acquire all the necessary concepts and nature comprising oneself. Lessons are bounded on the performance and content standard, learning competencies and level of the learners. This also used languages appropriate to the understanding of the varied types of students' learning acquisition. Sequence of the lessons adhered to the arrangement of the competencies as reflected on the DepEd's curriculum guide for this course.

Lesson Title: Knowing Oneself

After going through this module, you are expected to:

1. share his/her unique characteristics, habits, and experiences

What's In

One of the most common self-report measures of self-esteem is the Rosenberg Self-Esteem Scale. Indicated below is a list of statements dealing with your general feelings about yourself. Kindly write on your paper the number that corresponds on how strongly you agree or disagree with each statement.

| Statement | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|--------------------------|-----------------|--------------|-----------------------|
| 1. Overall, I am satisfied with myself. | 1 | 2 | 3 | 4 |
| 2. At times I think I am no good at all. | 1 | 2 | 3 | 4 |
| 3. I feel that I have several good qualities. | 1 | 2 | 3 | 4 |
| 4. I can do things as well as most other people. | 1 | 2 | 3 | 4 |
| 5. I feel I do not have much to be proud of. | 1 | 2 | 3 | 4 |
| 6. I certainly feel useless at times. | 1 | 2 | 3 | 4 |
| 7. I feel that I am a person of worth, at least on an equal plane with others. | 1 | 2 | 3 | 4 |
| 8. I wish I could have more respect for myself. | 1 | 2 | 3 | 4 |
| 9. All in all, I am inclined to feel that I am a failure. | 1 | 2 | 3 | 4 |
| 10. I take a positive attitude toward myself. | 1 | 2 | 3 | 4 |

What's New

Adolescence is the period when a young individual develops from a child into an adult. There are a lot of changes that happen to an adolescent like you and some of those are: how you look, how you take your role in the community, how other people expect you in making decisions on your own, and how you perceive yourself. Although the "Self" is one of the determinants of what we thought about ourselves, it is also the result of what we think and/or do.

Many people believe that we are the product of our own experiences. Those experiences shape our unique qualities and habits that define who we as a person and differ from others. Your features or own qualities that made you a unique are characteristics; when you do something repeatedly and regularly it is a habit; and experiences are the skills or knowledge you have gained because you have done it already from the past.

Now let us focus on when and how our characteristics, habits, and experiences develop and manifest by identifying some of the factors that may affect a person's "Self" -- the foundation of all human behavior. It is our sense of identity and of who we are as an individual (James 1890; Mead, 1934).

Self-Esteem

Self-esteem is your evaluation of your own worth. It may be positive or negative. Positive self-esteem is the valuation that is pleasing and acceptable according to your standard and that of others, while negative self-esteem is the opposite which is feeling distraught or down and unaccepted by others.

According to Tafarodi & Swann (1995), there are many factors to identify the level of self-esteem of an individual and some of the major factors are:

- own appearance
- how satisfied you are in a relationship; and
- how you view your performance.

Our self-esteem may change from time to time depending on the situation we encounter in our daily life. Since it can be partly a trait that someone can possess. It depends on how you perceive the things coming your way.

Self-Efficacy

Self-efficacy is not considered as a trait. "[It] does not refer to your abilities but rather to your beliefs about what you can do with your abilities" (Stajkovic & Luthans, 1998). It is your will to produce an effect on a specific thing. It is your self-belief to effectively achieve your most important goal. The stronger the belief, the bigger the possibility to achieve a positive result. For instance, you are aiming for a higher grade and you are confidently believing it then, it will happen.

Maddux and Kleiman (2000) define and explain the five (5) different ways that influenced self-efficacy beliefs from the ideas of Albert Bandura, a professor and a psychologist.

- (a) Performance Experiences – if you are good at achieving your specific goal, then you probably think that you will achieve it again. When the opposite happens, if you fail, you will often think that you will fail again.
- (b) Vicarious Performances – if others achieved their goal or specific task, then you will come to believe that you will also achieve your goal.
- (c) Verbal Persuasion – it is when people tell you whether they believe or not on what you can do or cannot do. The effect of your self-efficacy will depend on how that person matters to you.
- (d) Imaginal Performances – When you imagine yourself doing well, then it will happen.
- (e) The Affective States & Physical Sensations – if your mood or emotion (e.g. shame) and physical state (e.g. shaking) come together, it will affect your self-efficacy. If negative mood connects with negative physical sensation, the result will be negative. And if it is positive, most likely the result will be positive.

Self and Identity

Have you tried to talk to yourself in front of the mirror? What did you see? According to William James, a psychologist, “the *self* is what happens when I reflect upon ME”. Taylor (1989) described the self as a *Reflective Project*. How we see ourselves is geared toward improving ourselves depending on a lot of factors.

Dan McAdam, a psychologist, reiterated that even there are many ways on how we reflect to improve ourselves, it brings us back to these three (3) categories:

1. Self as Social Actor
 - We are portraying different roles and behaving for every type/set of people in front of us since we all care about what people think about us. It is practically for social acceptance.
2. Self as Motivated Agent
 - People act based on their purpose. They do things based on their own dreams, desires, and planned goals for the future. This, though, is not easily identifiable since it is self-conceptualized, unless it was shared with us.
3. Self as Autobiographical Author
 - He/she as the creator of his/her own entire life story. It is about how oneself is developed from his/her past, up to the present, and what he/she will become in the future.

Judgment and Decision Making

As an individual, you are expected to act and decide on your own. Most people tend to decide based on the intuitions and available information that could be a hindrance in making a wise decision.

It can be a habit, when our decision is always based on what is available or gathered data. There could be a “missing link”.

For instance, you applied for different courses in five (5) different universities and you were able to qualify in all. Now, how will you decide? To help you, Bazerman and Moore (2013) suggested the *Six Steps on How to Make a Rational Decision*:

1. Define the Problem (*select your most desired course*);
2. Identify the criteria necessary to judge the multiple options (*list things to be considered like location, facilities, prestige, etc.*);
3. Weight the criteria (*rank the criteria based on its importance to you*);

4. Generate alternatives (*the schools that accepted you*);
5. Rate each alternative on each criterion (*rate each school on the criteria you have identified*); and
6. Compute the optimal decision

What is It

You now have the idea on how things affect one's self. Knowing those factors, aspects, indicators, and ways to know yourself better was just an instrument to help you be able to meet and embrace your being. Who you are, what you do, and what you have been through are ultimate reasons why you are unique from others.

This activity will let you dig deeper by remembering some important aspects that made you who you are. You are opt to share your answers with your teacher/classmates.

1. What are the things or who are the people that/who make you feel confident?

2. What makes you doubtful to yourself?

3. How do thoughts of other people about you affect your mood?

4. What is the biggest decision you have made in your life? How did that decision affect you and your decision-making?

What's More

In this part, you will be given Two (2) different activities that will allow you to share how you see yourself and how others see you.

Activity 1.1

Some "One" Dear

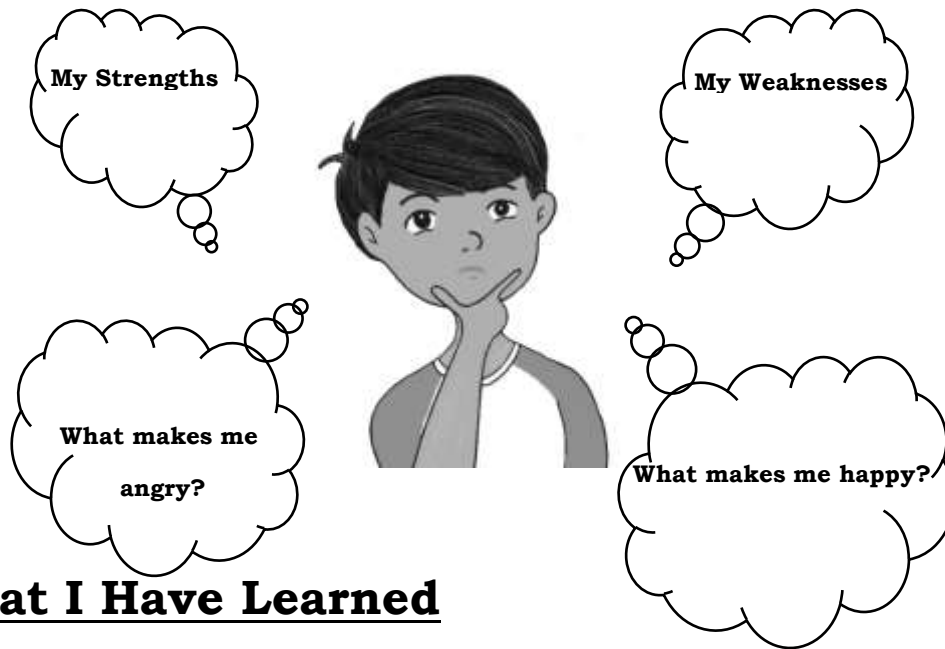
You learned from the previous text that *Self* is a "Reflective Project". We do reflective assessment and we keep on trying to change ourselves for what we think is the best. Big part of the reflecting process are considerations like how you think people perceive you. However, sometimes you could get so caught up with a lot of things that you tend to fail to project yourself formally to others.

This activity will open the chance for you to tell everything that you want to say to a person dear to you. You are tasked to create a letter for someone that matters to you. Share all your learnings, your discovered characteristics, habits, and experiences that you failed to tell him/her before.

Activity 1.2

Sharing-Is-Caring

This time, you will have an idea of how well your family members know you by letting each of them write what they think your strengths and weaknesses are, as well as, what they think makes you angry and happy. After the given time, look for the common answers and discuss the result with them and with your teacher.



What I Have Learned

Modified True or False: Write TRUE if the statement is correct. If the statement is wrong, change the underlined word/s with the correct answer. Write your answer in a separate sheet.

1. Self-esteem is your evaluation of your own worth.
2. There are factors to identify the level of self-esteem of an individual namely: own appearance; how satisfied you are in a relationship; and how you view your performance.
3. Self-Identity is your belief on your own abilities.
4. There are five (5) different ways that influenced self-efficacy beliefs. Those are Performance Experiences, Vicarious Performances, Verbal Persuasion, Literal Performances, and the Affective States & Physical Sensations
5. There are three (3) categories on how we reflect to improve ourselves, these are: Self as Social Actor, Self as Conscience Agent, and Self as Autobiographical Author.
6. In Self, an individual, is expected to act and decide on his/her own.
7. Most people tend to decide based on the intuitions and available information that could be a hindrance in making a wise decision.
8. *Six Steps on How to Make a Rational Decision:* Define the Problem, Identify the criteria necessary to judge the multiple options, Weight the criteria, generates alternatives, rate each alternative on each criterion, and change the optimal decision.

What I Can Do

Time-To-Decide

You will need four other individuals to do this task to make a group of five. It may be your siblings, parents, neighbors, etc. You are to imagine the following scenarios. Make sure that each member of the group contributes on your decision-making process.

Part I

You and your friends are on a vacation and you all decided to ride a boat to go to a remote island to stay there overnight. Each of you brought 3 objects which you think are essential for your adventure. Everything was doing well during the trip until the winds grew stronger and the waves got rougher—you were caught in a storm at sea! At that point, you were compelled to decide to unload the boat to ease it from your weight for easier navigation. In total, you have brought 15 essential items. To make room in your boat, you would need to discard 12 and just leave three items with you. The items you brought were: bottled water, firecracker, first aid kit, plastic bag with 3 inflatable floater, bag of blankets, box of sandwich, speaker, insect repellent, flashlight, compass, bucket of beer, bunch of banana, Ziplock bag of cellphone, sunblock, a pair of slippers.



Let each member justify his/her decision. Write down your decision on a piece of paper.

Part II

You already have discarded 12 essential items. The storm got stronger, though, and the boat could not possibly make it unless the other four jumps right into the stormy seas to spare one person.

Your group should decide who would stay on the boat. Each member should state his/her reason/s why he/she chose that person to be saved. Come up with a decision. Justify your decision and write it on a piece of paper.

Assessment

Multiple Choice. Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. How can you define adolescence?
 - a. It is a healthy, yet risky time of life.
 - b. The period wherein a young individual develops from a child into an adult.
 - c. The period in the human lifespan in which full physical and intellectual maturity have been attained.
 - d. The period from birth to eight years old, is a time of remarkable growth with brain development at its peak.
2. What best describes the word "Self"?
 - a. It is an emotional state wherein you evaluate yourself.
 - b. It is our sense of identity and of who we are as individual.
 - c. It is your beliefs in yourself to effectively achieve your most important goal.
 - d. It is how you are expected to act and decide on your own
3. Characteristics are best described as _____.
 - a. Knowledge you have gained because you have done it already from the past.
 - b. Something you do repeatedly and regularly
 - c. Your features or own quality that made you a unique individual.
 - d. Your feeling of being worthy
4. Which of the following is being described by the statement: If your mood or emotion (e.g. shame) and physical state (e.g. shaking) come together, it will affect your self-efficacy. If negative mood connects with negative physical sensation the result will be negative and vice-versa.
 - a. Performance Experiences
 - b. The Affective States & Physical Sensations
 - c. Verbal Persuasion
 - d. Vicarious Performances
5. When you are portraying different roles and behaving for every type/set of people in front of us. You are under what categories of improving yourself?
 - a. Self as Social Actor
 - b. Self as Autobiographical Author
 - c. Self as Motivated Agent
 - d. Decision Maker
6. When people act based on their purpose, it is under what categories of improving oneself?
 - a. Decision Maker
 - b. Self as Social Actor
 - c. Self as Autobiographical Author
 - d. Self as Motivated Agent
7. Which of the following is being described by this statement: "It is about how oneself is developed from his/her past, up to the present, and what he/she will become in the future"?
 - a. Self as Social Actor
 - b. Self as Autobiographical Author
 - c. Self as Motivated Agent
 - d. Decision Maker

8. Self-Efficacy is best described as _____.
a. may change from time to time, depending on the situation we encounter in our daily life
b. The self as a *Reflective Project*
c. The will to produce an effect on a specific thing. Your beliefs in yourself to effectively achieved your most important goal
d. your skills or knowledge you have gained because you have done it already from the past.
9. Most people tend to decide based on the _____ that could be a hindrance in making a wise decision.
a. available information
b. both a & c
c. intuitions
d. none of the above
10. When you imagine yourself doing well then, most likely, it will happen.
a. Imaginal Performances
b. Performance Experiences
c. The Affective States & Physical Sensations
d. Verbal Persuasion
11. We can get more of our self-esteem from:
a. people who do not like us
b. people who matter to us the most
c. people who do not know who we are
d. people who like
12. The most realistic way to create high self-esteem is:
a. to be the best
b. to be great
c. to live a generally positive life
d. to win all the time
13. Overconfident and high self-esteem can lead to:
a. failure
b. self-efficacy
c. self-fulfillment
d. success
14. Can self-efficacy affect our self-esteem?
a. no
b. yes
c. maybe
d. all of the above
15. There are Six (6) suggested ways to make decision. Which of the following does NOT belong to the group?
a. Define the Problem
b. Generates alternatives
c. Rate each alternative
d. Determine the severity

Additional Activities

You have succeeded in studying the lesson. Now you are to know more about yourself by accomplishing the table.

My Plan

List down the all the things you want to do/improve/change, your reason and how will you do it. Do this on a separate sheet.

| Your objective | Reason | How will you do it? |
|---|---|---|
| Example: to become a professional singer | Because singing is my dream since I was in grade school | Look for a voice coach; Attend in a singing class; etc. |
| | | |
| | | |
| | | |
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| | | |

Name and signature

Personal Development

Developing the Whole Person-

Evaluate One's Personality

Personal Development- Senior High School
Developing the Whole Person-Evaluate One's Personality
First Edition, 2020

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Lesson 3 Developing the Whole Person

Developing oneself holistically may be the goal of everyone. However, there are times that we lack awareness of our doings and actions that leads to misunderstanding with others especially our parents. This can also potentially lead to self-harm. To know oneself is also quite challenging. To start picking the pieces of ourselves and subsequently develop our individuality completely to be like an “ideal” person is not easy.

Since you have already obtained a clear understanding of yourself as you have done all the activities in the previous lesson, understanding the competencies included in this module will be easy for you. Thus, you will eventually use all the skills developing the whole person within yourself. So, get ready to unfold the reality by removing the barriers toward understanding your true self.

What I Need to Know

This material was crafted to give you – learners, the right amount of assistance for you to absorb and acquire all the necessary concepts and nature comprising oneself. Lessons are bounded on the performance and content standard, learning competencies and level of the learners. This also uses languages appropriate to the understanding of the varied types of students’ learning acquisition. Sequence of the lessons adheres to the arrangement of the competencies as reflected on the DepEd’s curriculum guide for this course.

This lesson is entitled **Developing the Whole Person**-Evaluate One’s Personality

After going through this lesson, you are expected to:

1. Evaluate his/her own thoughts, feelings, and behaviors

What’s In

You are about to discover and share more of yourself. Try answering the following activity below.

Activity 1: Let us know more about yourself. Recall your childhood and teenage days. Share your activities, thoughts, feelings, strength, weakness, and other characteristics that describe you. Write three or more descriptions each item. Do this on a sheet of paper.

| Developmental Aspect | Childhood | Adolescent | Plans to improve yourself |
|---------------------------------------|------------------|-------------------|----------------------------------|
| Physical Aspect (Physical) | | | |

| | | | |
|---|--|--|--|
| Cognitive Aspect (Mental) | | | |
| Psychosocial Aspect (Emotional & Social) | | | |
| Spiritual Aspect | | | |

Processing questions:

1. What aspect did you find difficult to answer? Why
2. How does each aspect influence each other?
3. Can you share a situation or experience that prove your answer?

What's New

Teenage years give us unfamiliar feelings and put us in situations that form our personal qualities.

Activity 1: Complete the box by interviewing 5 people and ask them to give 5 emotional adjectives. Take note that it should not be repeated.

Activity 2: Let us see how well you can relate to the situations given. Discuss how you behaves when you encounter these scenarios.

| Scenarios | Feelings/ Emotion | Action | Results of the action |
|---|------------------------------|---------------|----------------------------------|
| You have a classmate who leads in making your classmates laugh at you. He also makes you feel that you do not belong to their group. You always choose to ignore but this time you cannot stand it. | | | |

| | | | |
|--|--|--|--|
| <p>The end of the semester is near, and most teachers require you to submit all the outputs in their subjects. But you are still working on them and you find it difficult to handle the situation. They particularly remind you to comply because you failed in the previous grading period. You must pass time because this is your last chance.</p> | | | |
| <p>You experience a pimple breakout in your face because of hormonal imbalance that changed your appearance. You are not comfortable with it because your crush might not like you.</p> | | | |
| <p>You always have arguments with your parents because of staying less at home. You spend more time with your friends because you share the same interests and desire for independence.</p> | | | |
| <p>You and your circle of friends share the same interests. One of your friends asks you to try e-cigarette but you know from the start that your parents have negative opinion about it and they constantly remind you not to try it.</p> | | | |

Processing questions:

1. What did you discover about yourself?
2. Which aspect of personality do you give more priority to be dominant in developing your well-being?
3. How will you improve the weakest aspect of your personality?

What is It

Who would be responsible in developing one's personality?

Every individual undergoes different phases of development that form his/her individuality. Our personality is a product of genetic response that we inherit from our parents and from the influence of our environment. This environment shaped by the people around us, culture, and practices that we are being raised in continuously creates social interactions and relationships. This interaction contributes to who we are today and how we choose and decide for ourselves. Personality development is complex administration of thoughts, feelings, emotion, and behavior that influence personal judgement.

As a child, you are dream of a good and satisfying life when you grow up. Your family becomes your helping hand in nurturing, guiding, and educating yourself. When you reach adolescence, you experience drastic changes in your physical appearance, cognitive abilities, social relationship, and emotional behavior. At this stage, our environment becomes part of our development from which we acquire knowledge and collect information to organize and interpret different life situations.

According to Erik Erikson, adolescence stage of Psychosocial development, also known as "identity vs. role confusion" is the stage wherein teens need to develop the sense of self and personal identity. At this point, teenagers start to have circle of friends in which they build their trust.

Teenagers also experience adolescence cognitive empathy, known as "theory of mind," which is described as having high regards toward the perspective of others and feeling concern for others. Being adolescents, they tend to foster social cooperation that prevents problems and leads to avoidance of conflicts with peers. Teenagers are very careful in understanding the emotions of their friends as they start to create deep trust with them. Sometimes, this leads to misunderstanding with their family, abuse of prohibited drugs, pre-marital sex, cigarette smoking and alcohol intake. Based on research, teenagers are commonly high risk-takers and impulsive due to incomplete development of frontal lobe during adolescence. The frontal lobe is responsible for judgement, impulse control, and planning. That is why they search for their self-identify and independence which requires guidance from their parents, relatives, and other people like teachers with whom they can share their struggles. These experiences and challenges are part of a process of personality development that adolescents need to understand. It is necessary for them to examine all the circumstances and opportunities so that they can deal with them

calmly. They must be open-minded to the opinion and advise of other people in order to shape their future with broader perspective and self-determination.

You cannot escape life challenges so you should know how your **thoughts, feelings, and actions** in managing personal agency should be handled. Being an adolescent, you should be accountable for all your actions because these power triads can either make or break your motivation to take charge of life. It is up to you on how you will handle it. Remember, your judgement is based on your views in life and it is rooted on your upbringing.

Thoughts are impression activated by a stimulus in your mind that is evident from the environment that you are in. This conscious thought occupies **emotions** that give life to thoughts and it expressed through **feelings**. Sometimes when you are too emotional, you could not think properly because your emotions occupy your thoughts, this means there is lesser space to analyze the situation because feelings occupy it. Behaviors are bodily reaction made based on our feelings that result to **actions**.

There are instances when feelings are faster than emotion and thought. This would result to fast reaction and realizing the emotion and thought afterwards. Either positive or negative, feelings result to actions. Emotions can direct and control thoughts that sometimes affect your consciousness. This can also lead to loss of focus. As a teenager, it is very important to be focused on your goals. A focused thought will lead to high intelligence. That is why if you are disturbed with your emotion, try to figure out where the emotion is coming from and it will bring you back to reality.

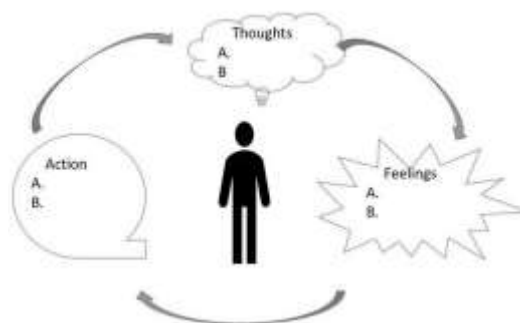
Teenagers experience enjoyment and daunting times but it is very important to stay focused so that they will lead you to the route of your goal. It is not easy to achieve the goal but if you have self-regulation that will control your emotions, thoughts, and behavior it will help you to be successful in life. Learning from mistakes and facing challenges with confidence and faith in God will give you the power to be successful in life.

Watch : <https://www.oercommons.org/authoring/21202-adolesce/1/view>

What's More

There are a lot of challenges that would help us understand ourselves better. Try answering the activities below to find out the relationship of thoughts, feelings, and actions to better understand yourself and how to manage conflicts between you and your family, friends and others. Using the following situation, complete the conflict management diagram. Write the negative response in letter A and positive response in letter B.

Conflict Management Diagram



Situation 1: You are walking alone on the road that is so dark and you heard a whimper nearby.

Situation 2: You are working on your research paper and you need to concentrate on it, but your brother plays his electric guitar despite you calling his attention many times.

Situation 3: You are about to enter the door of your house then you hear your father who is drunk shouting sarcastically at you because it is already past 8:00 pm when you class ends at 3:00 pm.

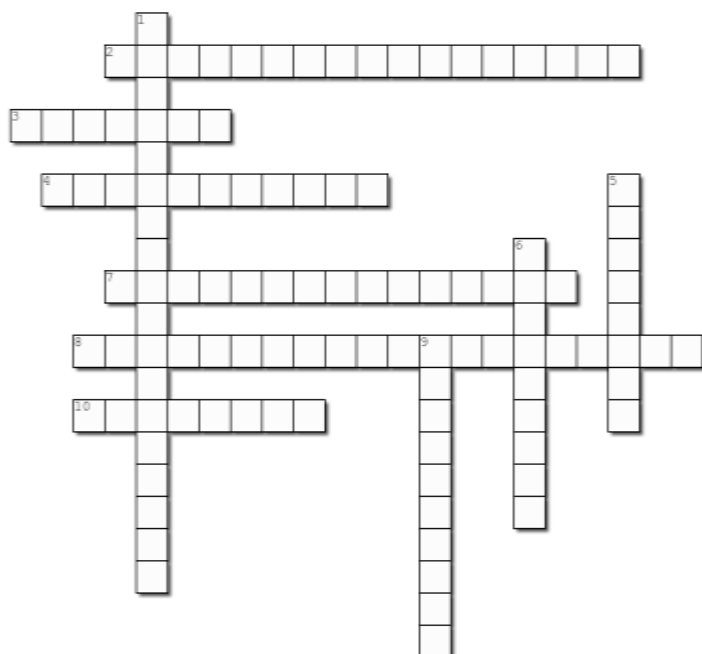
Situation 4: Your teacher tells you that you that you have been selected as the representative of the school to compete for a division contest and this is your first time to participate in a competition.

Situation 5: You are the leader of your group but while presenting the concept that you worked on the whole night, but your ideas fail to impress one of your classmates which upset you.

What I Have Learned

Recall some important key points in understanding developmental change experienced by an adolescent like you.

COMPLETE THE CROSS WORD



Vertical

1. growth through social interaction
5. anything that we do
6. uncertainty or lack of understanding
9. strange and difficult experiences by adolescents that is part of developing self-identity.

Horizontal

2. a high regard to perceptions of others
3. it gives life to our thought
4. it is a transition between childhood to adulthood
7. ability to control thought, emotion and behavior
8. the 5th ego of psychosocial development by Erik Erikson
10. it is an impression to stimulus

What I Can Do

Sharing one's thoughts and feelings is important, but it should be expressed with focus and gentleness. Painting is an outlet for the expression of your thoughts, feelings, and emotion. It is an opportunity to see and hear your feelings and emotions through a tangible and authentic output.

Materials:

Poster paint (different colors)

Brush

1/8 Illustration board

Instruction:

Find a place where you can work.

Prepare the materials.

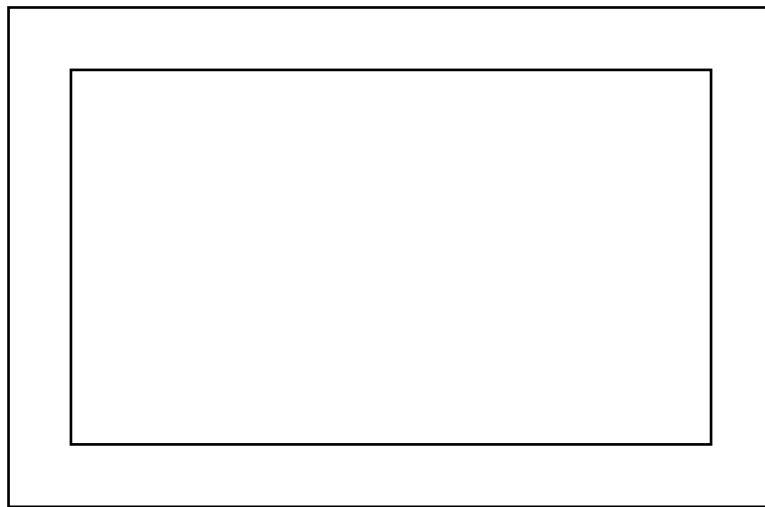
Close your eyes and contemplate for 30 seconds.

While your eyes are closed, try to capture the colors, shades, textures or shapes of your feelings.

Now, it's your time to paint your feelings.

Write a short description and title for your output.

My Self Reflection



Assessment

Multiple Choice: To fully understand the lesson, read each statement/question carefully and choose the best answer. Write the chosen letter on a separate sheet of paper.

1. This is an important aspect that we need to consider focusing on to be developed as a strong and healthy individual.
A. Cognitive empathy B. Personality C. Life motivation D. None
2. The following are changes experienced during adolescence stage, EXCEPT
A. Change of interests that lead to have a circle of friends
B. Change in physical characteristics and being more conscious about their appearance.
C. Change in mood which results to them being risk-takers.
D. Change in their belief and interest for intimate relationship

3. According to Erik Erikson's theory of Psychosocial development, adolescents should be able to resolve the conflicts they experience at their age. What conflict experience of adolescents based on Psychosocial theory needs to be successfully developed?
- A. Trust and Mistrust
 - B. Initiative vs. Shame
 - B. Intimacy vs. Isolation
 - D. Identity vs. Role Confusion
4. Which of the following characterizes the Psychosocial theory of Erik Erikson during Identity vs. Role Confusion stage?
- A. to develop a sense of direction in life
 - B. to form a strong identity
 - C. to develop a personal exploration
 - D. to remain insecure and confused about the future
5. Adolescence is transition age between childhood and adulthood. What are the characteristics of adolescence?
- A. social cooperation
 - B. avoidance of conflict
 - C. high risk takers
 - D. all of the above
6. Parents continuously guide and support their children during adolescence stage, yet teenagers tend to have a conflict with their parents. Which of the following reasons does not explain the cause of this conflict?
- A. because of house rules
 - B. because of strong trust in their friends
 - C. because of incomplete development of their frontal lobe
 - D. because of confusion
7. Which of the following is an expression of cognitive empathy?
- A. Adolescents dream of a good and satisfying life
 - B. Adolescents have broader perspective and self determination to reach their goal.
 - C. Adolescents show high regards to the perspective of others and they feel concern for others
 - D. B&D
8. How does cognitive empathy create a conflict among adolescents?
- A. because they are able to develop social relationship
 - B. because they develop their trust toward their friends more than their parents.
 - C. because they test their self-control
 - D. because they create effective business partner

9. The following are ways on how to be responsible with our own behavior and actions, except.

- A. Have a focused mind
- B. manage feelings and emotion
- C. Examine the situation
- D. Make a fast reaction

10. While you are cooking you accidentally touched the hot surface of the pan. What reaction of your body comes first?

- A. feelings, action, thoughts
- B. actions, feelings, thoughts
- C. thought, feelings, action
- D. feelings, thoughts, actions

11. Learning to identify our strength and weakness will help in forming our individual personality. The following statement are parts of development, except?

- A. We can judge others easily
- B. We learn to accept others too.
- C. We can understand our selves better
- D. We become successful in dealing with

12. You are playing at the covered court with your friends, while playing, you notice that your crush is looking at you. You want to show that you are good in playing. What is the best thing for you to do?

- A. Stop playing and ask her to watch you.
- B. Concentrate on your play while she is watching.
- C. Inform your teammate that there are girls watching
- D. Stop playing and hide.

13. You are invited to help in organizing a youth event in your church. You are about to work with other teenagers whom you do not really know. Which of the following situations shows a social interaction barrier?

- A. Show a smile when you have eye contact with them.
- B. Show to them that you want to be friends with them, saying Hi for example
- C. Show that you are hesitant because you think they are not approachable
- D. Show a feeling disgust and discomfort

14. How can you attain your goals in life?

- A. Give up when you feel it is hard to live up to expectations
- B. Practice self-regulation in every situation
- C. Learn from mistakes and face challenges with confidence
- D. B&C

- A. Handling a thought or information with positive outlook will help us handle the situation with intense reaction.
- B. Handling a thought or perceive information with negative feeling will result to better outcome
- C. Handling the thought or perceive information with too much emotion, we can understand the situation.
- D. Handling the thoughts or perceive information with positive feelings and focus on the situation can solve the problem with less stress.

Since you have a wide range of understanding on your thoughts and how you behaved in the past, recall an instance wherein you became so unfair to your parents, siblings or friends because you were experiencing adolescence developmental change which was broadening and refining your characteristics that would help in realizing your perspective in life.

Dear _____,

[illegible]

Personal Development

Thoughts, Feelings, and Behaviors in Actual Life Situations

Personal Development- Senior High School
Thoughts, Feelings, and Behaviors in Actual Life Situations
First Edition, 2020

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Lesson 4 Thoughts, Feelings and Behaviors in Actual Life Situations

While you may notice and feel drastic physical changes within you, it is, too important to know how these transformations develop you as an individual. Not only does the physical aspect affect your thoughts and feelings, but this more importantly positively converts your behaviors---toward yourself and the people around you.

What I Need to Know

This module was designed and written with you in mind. It is here to help you master the nature of Personal Development. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The lesson in this module is about Actual Life Situations of the Middle and Late Adolescence. After going through this module, you are expected to: show the connections between thoughts, feelings, and behaviors in actual life situations.

What's In

In the previous module that you have accomplished, you have understood that every individual experiences certain stages of life that form his or her being a person. Likewise, you have understood that adolescents tend to experience “cognitive empathy,” a phenomenon where a person pays high regards to perspective of others and feeling concerned towards people in the society. In this specific module, you will be able to aptly appreciate the changes within you that you have evaluated in the previous module: your thoughts, feelings, and behaviors. Now that you have enumerated and assessed yourself, it is about time for you to appreciate that understanding these three elements leads you to better weigh of what is going on around you, making you a keener observer and a more active participant to the betterment of your personal goals and others’ individual roles in the society.

To assess yourself further, accomplish the proceeding activity about your thoughts, feelings, and behavior.

Three things I think the future would be:

Three gestures that make me happy:

The diagram consists of two large, empty rectangular boxes with diagonal lines forming a triangle in the center. Arrows point from the text above to the boxes. The left box is labeled 'Three things I think the future would be:' and the right box is labeled 'Three gestures that make me happy:'. An arrow points up from the bottom center towards the meeting point of the two boxes.

Three celebrities I can relate myself with:

What's New

Read and internalize the poem entitled "I Wandered Lonely as a Cloud" by a notable romantic poet, William Wordsworth. You may use either your physical dictionary or electronic dictionary for you to understand the words that may be unfamiliar to you.

Unlocking of Difficulties

| WORD | DEFINITION (from www.dictionary.com) | CONTEXTUAL EXAMPLE |
|-----------------|--|--|
| daffodil | a bulbous plant, Narcissus pseudonarcissus, of the amaryllis family, having solitary, yellow, nodding flowers that bloom in the spring | I really love bright and yellow flowers because they make my day livelier. How I love daffodils, indeed. |
| flutter | to wave, flap, or toss about | Look at the fluttering butterflies in the garden! They are so happy, aren't they? |
| jocund | cheerful; merry; blithe; glad | I have never seen him sad all along. He has always been jocund. |
| oft | often | Know what, I often see him pray when things are getting difficult. |
| pensive | expressing or revealing thoughtfulness, usually marked by some sadness: | Despite the challenging times, they remained pensive all these days. |

I Wandered Lonely as a Cloud

by William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

What is It

The poem that you have just read manifests how a person can be lonely and happy at the same time. Likewise, an adolescent like you might be able to transform your thoughts and feelings onto a positive behavior. For instance, like a cloud, you might be alone at times, perhaps left behind by the ones you consider as close and significant to you; thus you might think and feel (hence the thoughts and feelings) that you are unimportant to them. However, as what Wordsworth wrote, “A poet could not but be gay,” he did not let the loneliness envelop him, so he found his own ways, controlling his behavior, to be “gay” or happy even though the situations are against him.

By analyzing the poem and relating this to your everyday life as an adolescent, you can now clearly identify the connections between your thoughts, feelings, and behavior. As discussed above, the three do not necessarily have to be of the same succeeding level or intensity that one of them may contradict or control the others. That is the reason that as a responsible adolescent, it is imperative that you evaluate yourself through self-assessment. Self-assessment is your own assessment of your thoughts, feelings, and behaviors which is completely necessary for you to arrive to an informed decision.

However, while decisions may be individual, these are affected by factors like values, goals, and positive affiliations. In the study of B. Bradford Brown entitled *The Psychology of Adolescence*, he wrote that the aforementioned factors are affected by positive family and community context, emphasizing that skills to deal with anxiety and adversity are also keys. Hence, an individual must be able to assess himself or herself accurately prior to making decisions as the outcomes of his or her actions can be the reflections of how he or she is raised, chooses peers, and deals with the community.

Meanwhile, in an online article published in carolinapeds.com entitled “The Connection Between our Thoughts, Feelings, and Behaviors, the author Courtney Bancroft”, it was discussed that the three are connected with one another in such a means that when one (e.g. thought) or any two of the three (e.g. thought and feeling) is/are on negative pole, it may be changed by having the remaining factor/s focused on the positive pole.

Now that you have seen the connections of the three elements, it is about time that you share a real situation that you have experienced in the past when your

thoughts, feelings, and behaviors either agreed with one another, or otherwise. Please answer the following questions:

-Have you had an experience when your thoughts, feelings, and behaviors agreed with one another? What situation was that?

-Have you had an experience when your thoughts, feelings, and behaviors disagreed with one another? What situation was that? How did you arrive to an informed conclusion afterwards?

-Why do you think that at times, people tend to have thoughts, feelings, and behaviors that do not agree with each other?

-Can we control our thoughts, feelings, and behavior? How can we do that?

What's More

Activity 1.1 Making Connections

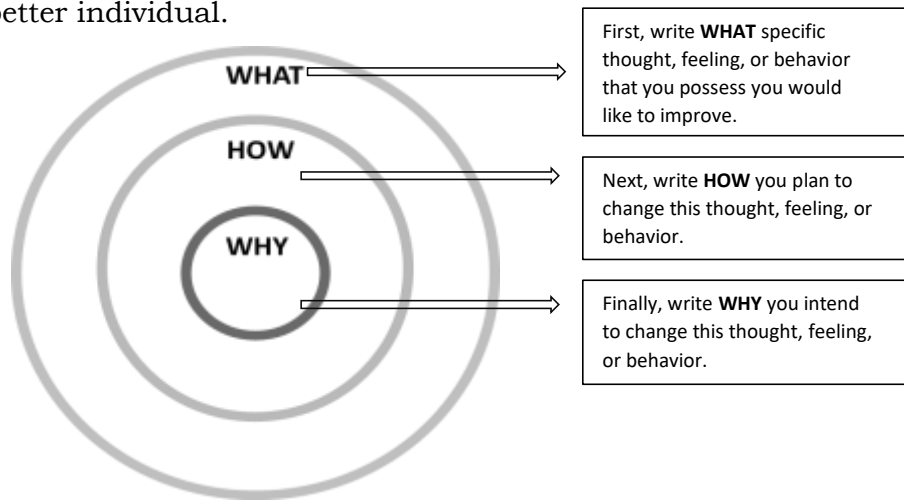
Your thoughts, feelings, and behaviors allow you to arrive at certain decisions. These decisions, however, might be informed or uninformed. In order for you to be able to arrive at a fruitful and helpful conclusion, you should be able to track the three elements, so it would be easy for you to show the connections among them. In this activity, you are given a set of situations where you should track your thoughts, feelings, and behavior until you reach a decision. Your answer must be in full sentence or paragraph, depending on your intent. Use a different sheet of paper.

| Situation | Thought/s | Feeling/s | Behavior/s | Decision/s |
|------------------|------------------|------------------|-------------------|-------------------|
| | | | | |
| | | | | |
| | | | | |

1. You saw one of your friends getting something from the teacher's drawer without permission. What would your decision be?
2. You felt an urge to help an old man crossing the street, but you are already in the jeepney. How would you decide on it?
3. One of your neighbors is insulting the religion of your other neighbor by posting blasphemous articles on social media. How would you decide on it?

Activity 1.2 The Golden Circle

This activity gauges the depth of your understanding and appreciation of the module. Starting from the outside circle, recall the discussions about your thoughts, feelings, and behaviors that you may want to retain or change in order for you to become a better individual.



Activity 1.3 Reconnect the Connections

Through the tune of “Bahay Kubo,” compose a song with the theme “Millennial Adolescents: Responsible, Empowered, and Virtuous”. The song must contain the essential characteristics adolescents must possess when it comes to their thoughts, feelings, and behavior. Provide a creative title.

What I Have Learned

Complete the statements according to the concepts that you have learned.

Through this module, I have learned that thoughts, feelings, and behaviors are sometimes not vertically aligned with one another because _____. I have also understood that self-assessment is considerably important to an adolescent for the reason that _____. Therefore, in making decisions, it is always necessary to _____ for an individual to arrive to an informed decision.

What I Can Do

While it takes effort and time for you to be able to go through the middle and late adolescent stages, it is important to take one step at a time. Having that said so, you may begin listing down a monthly plan that will serve as your guide in improving yourself.

For example, in Day 1, you can write “I will try to reach out to a friend whom I know I have hurt feelings back then” or “I will research about ways to become a better individual.”

Note that in your monthly plan, it is acceptable to leave some days blank if you intend not to include an activity on that day. Be creative, inspired, and enjoy planning!

MY POSITIVE PLANNER

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

Assessment

Choose the letter of the correct answer. Write the chosen letter on a separate sheet of paper.

- Adolescence is the stage when a person transforms from puberty to adulthood.
 - true
 - false
 - perhaps
 - most of the time
- Thoughts, feelings, and behaviors do not always have the same level and intensity among one another.
 - true
 - false
 - perhaps
 - most of the time

3. Decision is made out of our thoughts, _____, and behavior.
 - a. adulthood
 - b. feelings
 - c. adolescence
 - d. situation
4. For us to identify our own strengths and weaknesses, we usually do:
 - a. groups
 - b. peer-assessment
 - c. relative assessment
 - d. self-assessment
- 5-7. Identify three (3) incorrect statements:
 - a. The connection among thoughts, feelings, and behaviors is always vertically aligned.
 - b. The connection among thoughts, feelings, and behaviors is always not vertically aligned.
 - c. The connection among thoughts, feelings, and behaviors is sometimes vertically aligned.
 - d. The connection among thoughts, feelings, and behaviors is never vertically aligned.
- 8-9. Identify two (2) statements which are not true to an actual situation:
 - a. Thoughts may sometimes overpower a person.
 - b. Our feelings always control our thoughts.
 - c. Behavior is always the product of thoughts and feelings.
 - d. Decisions are made by behavior alone.
10. Teacher George saw one of his students cheating in the class. Being so, he called the attention of the student after the class and said he was sad of what his student did. When the teacher called the attention of the student after class, he used his:
 - a. feelings
 - b. thoughts
 - c. behavior
 - d. all of the above
- 11-12. A person with disability (PWD) finds it difficult to walk towards an elevator in a certain shopping mall. You know how she feels because one of your relatives also has a walking disability, therefore you immediately assist her towards the elevator. How are thoughts, feelings, or behavior absent in the situation? Choose two (2).
 - a. When you knew what she was feeling.
 - b. When you were walking at the mall.
 - c. When you assisted her towards the elevator.
 - d. When you saw the person.
13. For us to identify where we have gone wrong in making _____, it is always important for us to revisit our thoughts, feelings, and behaviors.
 - a. poems
 - b. stories
 - c. decisions
 - d. assignments

14-15. Find two (2) accurate statements:

- a. When we make decisions, these may be informed or uninformed.
- b. When we make decisions, these are always informed.
- c. When we make decisions, these are always uninformed.
- d. When we make decisions, these may be products of our own thoughts.

Additional Activities

Using the Activity 1.1 sheet, interview three (3) persons and note their answers. Prepare to share your answers on the proceeding modules. Copy the table on separate sheets.

Person 1

Name:

Relationship:

| Situation | Thought/s | Feeling/s | Behavior/s | Decision/s |
|---|------------------|------------------|-------------------|-------------------|
| You saw one of your friends getting something from the teacher's drawer without permission. What would your decision be? | | | | |
| You felt an urge to help an old man crossing the street, but you are already in the jeepney. How would you decide on it? | | | | |
| One of your neighbors is insulting the religion of your other neighbor by posting blasphemous articles on social media. How would you decide on it? | | | | |

Person 2

Name:

Relationship:

| Situation | Thought/s | Feeling/s | Behavior/s | Decision/s |
|--|------------------|------------------|-------------------|-------------------|
| You saw one of your friends getting something from the teacher's drawer without permission. What would your decision be? | | | | |
| You felt an urge to help an old man crossing the | | | | |

| | | | | |
|---|--|--|--|--|
| street, but you are already in the jeepney. How would you decide on it? | | | | |
| One of your neighbors is insulting the religion of your other neighbor by posting blasphemous articles on social media. How would you decide on it? | | | | |

Person 3

Name:

Relationship:

| Situation | Thought/s | Feeling/s | Behavior/s | Decision/s |
|---|------------------|------------------|-------------------|-------------------|
| You saw one of your friends getting something from the teacher's drawer without permission. What would your decision be? | | | | |
| You felt an urge to help an old man crossing the street, but you are already in the jeepney. How would you decide on it? | | | | |
| One of your neighbors is insulting the religion of your other neighbor by posting blasphemous articles on social media. How would you decide on it? | | | | |

Personal Development

Developmental Tasks and Challenges of Adolescence

Personal Development
Developmental Tasks and Challenges of Adolescence
First Edition, 2020

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Lesson 5 Developmental Task and Challenges of Adolescence

In this lesson, we will be focusing on the tasks and challenges that you experienced during your adolescence stage. **Adolescence** is the period of development that begins at puberty and ends at emerging adulthood. During puberty stage, there are changes that occur in the body of a child. It is a natural process that everyone goes through. Remember when you started to notice the rapid changes in your body? Mostly resulted to your being self-consciousness and being overly emotional. Sometimes, you would want to be accepted and be “in”, but at times, you would want to be just left alone. These adjustments are part of developmental changes during adolescence stage -- the time when a child transitions in terms of physiology and cognition to fulfil a new role as an emerging adult.

We will walk along with you to discover yourself as you take the journey to the stage of becoming a responsible individual. Knowledge and understanding to oneself is the key to overcome the challenges in this period of your life. With guidance, assurance, and a better understanding of the process, you will have an easier time transitioning yourself in this extraordinary developmental stage.

What I Need to Know

This material was crafted and written to help and guide the learners the necessary concepts about the developmental tasks and challenges of adolescence. This module was anchored from the learning competencies, performance and content standard of the curriculum guide. The content, activities, and assessments were designed according to learner’s context.

The module is entitled **Developmental Tasks and Challenges of Adolescence**.

After going through this module, you are expected to:

discuss developmental tasks and challenges being experienced during adolescence.

What’s In

In module 4, you learned that life is full of challenges. Nonetheless, what matters is how you manage and overcome the challenges that you encounter in your life. This may be difficult but learning to accept these difficulties may lead you in the right directions. Your thoughts, feelings, and behavior toward a situation reflects yourself as a person. Moreover, dealing with circumstances makes you become a better individual.

Read and express your thoughts, feelings, and ideas on the following situations.

Situation No. 1

John is an active member of school organizations. He has a lot of talents to share and ideas to contribute to their club. Aside from that, he is known for his good looks, neatness, and tidiness. However, these seemingly likeable characteristics became the very reasons for rumors and gossips-- that he is a member of the LGBTQ+I community. This hurt him so much that he almost wanted to drop from schooling. **Give your reaction:**

Situation No. 2

Erica is a Grade 11 student. Although she is quite plump, she is undeniably pretty. Since she is sociable, she became popular and gained a lot of friends in school. She is just an average student but having a crush on her Top one classmate urged her to spend late nights studying to keep up with him. However, all her efforts still fell short and she did not make it to the cut of students with honors. Because of this, she developed an eating disorder that caused her to lose huge weight. She also started to have breakouts. With these, the then friendly Erica became aloof and self-conscious. **Give your reaction.**

Processing Questions:

1. What kind of adolescent did the two students portray in the two situations?
2. What challenges did John and Erica experience?
3. What challenges do Filipino adolescents face most?

What's New

"Who are you?" said the Caterpillar. This was not an encouraging opening for a conversation. Alice replied, rather shyly, 'I--I hardly know, sir, just at present--at least I know who I was when I got up this morning, but I think I must have been changed several times since then.' What do you mean by that?" said the Caterpillar sternly. 'Explain yourself!'

'I can't explain myself, I'm afraid, sir' said Alice, 'because I'm not myself, you see.'
'I don't see,' said the Caterpillar.

'I'm afraid I can't put it more clearly,' Alice replied very politely, 'for I can't understand it myself to begin with; and being so many different sizes in a day is very confusing.'

Alice in Wonderland-Lewis Carroll

Adolescence is defined as the period between the normal onset of puberty and the beginning of adulthood. In the Oxford English Dictionary, it was derived from; late Middle English (as a noun): via French from Latin adolescent- 'coming to maturity', from adolescere, from ad- 'to' + alscere 'grow, grow up', from alere 'nourish'. The adjective dates from the late 18th century."

The transition period between childhood and early adulthood is quite difficult. This is the most crucial stage because this is the time when teens start defining themselves. Remember, however, that each adolescent's experiences, individual changes, and growth vary.

Activity 1:

The following illustrations a boy and a girl adolescent. Let one represent you and recall the challenges you have experienced during your adolescence stage. Write your answers inside the box below.



What is It

Example: rapid changes of physical appearance

What is It

Processing Questions:

1. What were the most difficult challenges you have encountered?
2. How were you able to overcome these challenges?
3. How did these challenges help you to be a better person? How do you think this would prepare you to your adulthood?

Adolescence is a stage in a young person's life in which they move from dependency on their parents to independence, autonomy, and maturity. The young person begins to move from the family as their major social system to his/her peers as a more appealing social group that might influence his/her adulthood and independence.

Undeniably, biological, cognitive, psychological, social, moral, and spiritual changes could be both exciting and daunting for these may affect one's independence and perspectives in life. Consequently, oftentimes, it is the members of the family who take notice of these changes in patterns and behaviors.

Here is the list of the most common challenges that adolescents experience:

Biological Challenges

Adolescence begins with the first well-defined maturation event called puberty. Included in the biological challenges are the changes that occur due to the release of the sexual hormones that affect emotions. Mood changes can increase which can have an impact on relationships both at home with parents and siblings and peers at school.

Cognitive Challenges

Piaget, in his Theory of Social Development, believed that adolescence is the time when young people develop cognitively from "concrete operations" to "formal operations", so they are able to deal with ideas, concepts, and abstract theories. It

takes time to develop confidence using these newly acquired skills, and they may make mistakes in judgment. Learning through success and failure is part of the learning process for the adolescent.

Adolescents are egocentric. They can become self-conscious thinking they are being watched by others, and at other times they behave as if they were on a center stage and perform for a non-existent audience. For example, acting like a music idol, singing their favorites songs in their room with all the accompanying dance steps.

Psychological Challenges

The notable psychological challenge that the adolescent must cope with is moving from childhood to adulthood. A new person is emerging, thus, rules will change, and more responsibilities will be placed on him/her, so a certain standard of behavior is now required to be maintained. Accountability is becoming an expectation from both parental and legal concepts.

As adolescents continue their journey of self-discovery, they continually adjust to new experiences, even biologically and socially. This can be both stressful and anxiety-provoking. It, therefore, is not surprising that adolescents can have a decreased tolerance for change; hence, it becomes increasingly more difficult for them to modulate their behaviors which are sometimes displayed by inappropriate mood swings and angry outbursts.

Health Issues of adolescence:

- **Eating Disorders**

An eating disorder describes illness that are characterized by irregular eating habits and severe distress or concern about body weight or shape. Eating disturbances may include inadequate or excessive food intake which can ultimately damage an individual's well-being. The most common forms of eating disorders are the following.

Types of Eating Disorders:

1. Anorexia Nervosa

Teenagers with anorexia may take extreme measures to avoid eating and to control the quantity and quality of the foods they eat. They may become abnormally thin and still talk about feeling fat. They typically continue to strict diet even at very unhealthy weights because they have a distorted image of their body.

2. Bulimia Nervosa

Teenagers with bulimia nervosa typically 'binge and purge' by engaging in uncontrollable episodes of overeating (bingeing) usually followed by compensatory behavior such as: purging through vomiting, use of laxatives, enemas, fasting, or excessive exercise. Eating binges may occur as often as several times a day but are most common in the evening and night hours.

Mental Health Disorder

- **Anxiety Disorders**

Anxiety disorders are a group of mental disorders characterized by significant feelings of anxiety and fear. Anxiety is a worry about future events, and fear is a reaction to current events. These feelings may cause physical symptoms, such as a fast heart rate and shakiness.

- **Mood Disorders**

The development of emotional or behavioral symptoms in response to identifiable stressors that occur within 3 months of the onset of the stressors. Here, low mood, tearfulness, or feelings of hopelessness are predominant.

- **Major Depressive Disorder (MDD):**

A period of at least 2 weeks during which there is either depressed mood or the loss of interest or pleasure in nearly all activities. In children and adolescents, the mood may be irritable rather than sad.

- **Bipolar Disorder:**

A period of abnormally and persistently elevated, expansive, or irritable mood and abnormally and persistently increased activity or energy, lasting at least 4 consecutive days and present most of the day, nearly every day, or that requires hospitalization.

- **Attention Deficit Hyperactivity Disorder**

Definitions of the symptom complex known as attention-deficit/hyperactivity disorder (ADHD) differ, but severe problems with concentration or attention and/or hyperactivity are estimated to affect adolescents. Six times as many boys as girls are affected.

- **School phobia**

School phobia, also called school refusal, is defined as a persistent and irrational fear of going to school. It must be distinguished from a mere dislike of school that is related to issues such as a new teacher, a difficult examination, the class bully, lack of confidence, or having to undress for a gym class. The phobic adolescent shows an irrational fear of school and may show marked anxiety symptoms when in or near the school.

- **Learning disabilities**

Learning abilities encompasses disorders that affect the way individuals with normal or above normal intelligence receive, store, organize, retrieve, and use information. Problems included dyslexia and other specific learning problems involving reading, spelling, writing, reasoning, and mathematics. Undiagnosed learning disabilities are a common but manageable cause of young people deciding to leave school at the earliest opportunity.

Social Issues

- **Sexual Abuse**

Sexual abuse is a sexual behavior, or a sexual act forced upon a woman, man, or child without their consent. Sexual abuse includes abuse by another man, woman, or child. Sexual abuse in childhood may result in problems of depression and low self-esteem, as well as in sexual difficulties, either avoidance of sexual contact or, on the other hand, promiscuity or prostitution. Sexual abuse in children is regarded by the World Health Organization (WHO) as one of the major public health problems.

- **Substance Abuse**

Many communities are plagued with problems of substance abuse among youth. Some children start smoking or chewing tobacco at an early age, aided by easy access to tobacco products. Many of our youth, with limited supervision or few positive alternatives, drink too much beer and liquor. Other youth, influenced by their peers, use other illegal drugs. Our youth suffer from substance abuse in familiar ways: diminished health, compromised school performance, and reduced opportunities for development. Our communities also bear a heavy burden for adolescent substance abuse.

- **Influence of Mass Media**

Adolescents spend a significant amount of time in viewing and interacting with electronic devices in the form of TV, radio, cellphone, and computers. Mass media activate and reinforce attitude and contribute significantly in the formation of new attitudes and will continue to affect children's cognitive and social development.

- **Impact of Social Media**

Social media is a constant part of our lives: we are bombarded by alerts from Facebook, Twitter, Snapchat, and Instagram from the time we wake up to the time we go to sleep. This constant noise is associated with negative mental health outcomes in younger generations who have grown up with the chatter. This constant noise is associated with negative mental health outcomes in younger generations who have grown up with the chatter. In an article by Dr. Shamard Charles (2012), he summarized that “recent studies have shown that more social media use is associated with increased reported symptoms of social anxiety, social isolation, and feelings of loneliness.” Another effect of social media is an intense feeling of isolation. It is easy to think that checking on what friends are posting on Facebook will lead to a greater sense of connectedness, but studies have shown that it’s actually the opposite.

Developmental Tasks

In the eight stages of Psychosocial Developmental Theory of Erik Erikson, Identity vs. Role Confusion (this stage is the age between 12 to 18 years old) explains that adolescents would try to explore and figure out their own identity and try to fit in with social interactions at the same time. According to Erikson, an adolescent’s main task is developing a sense of self. Adolescents struggle with questions “Who am I?” and “What do I want to do with my life?” Most of the adolescents try to explore various roles and ideas and look for a place where they can fit, set goals, and attempt to discover themselves.

As an adolescent who is entering the stage of adulthood, you are responsible for your own being. Accepting yourself and ensuring your body’s physical health help you build stronger personality and sense of identity. Likewise, building a strong relationship with your family and showing affection and respect to others can improve interactions with them. Establishing social responsibility, moreover, develops personal and moral values to guide you on how to react to social issues.

Entering adulthood is undeniably a big challenge. At this stage of your life, your family, your school, and your community contribute to prepare you in this life-changing task. You should, in turn, need to be emotionally prepared since you would need to choose people whom you think would help you fulfill these tasks in order for you to reach your goals in life.

What's More

Now that you already understood the challenges and tasks you face during your adolescence years, let us try to answer the following activities to test your learning.

Activity1: Read and analyze the situations carefully.

1. Your friends asked you to try to smoke cigarette. They said that if you don't try it, you will be out to their group.

What is the problem?

What is your responsibility?

What would be the solution?

2. You have always enjoyed badminton until you found out that your crush liked it, too. One time during practice, though, your crush watched your training and that made you conscious. This eventually resulted to errors that your coach scolded you in front of the audience. You felt embarrassed especially to your crush who happened to be there in the venue.

What is the problem?

What is your responsibility?

What would be the solution?

3. Your friend invited you to sleep over in their house to finish the research paper that you need to submit the next day. However, you are anxious because your classmate's house is far, and your parents might not allow you to go.

What is the problem?

What is your responsibility?

What would be the solution?

Assessment 1: Identify challenge that is illustrated in the following situations. Write your answers on a sheet of paper.

_____ 1. When Rina's mother died in a car accident, she started to clam up and stayed most of the time in her room. She lost her appetite and denied any interaction with anyone. She would spend entire nights crying and mourning for the loss.

_____ 2. Miss Ana noticed that Justin was always absent on her class. She asked Justin's classmates if they knew what happened and she found out that Justin was a victim of bullying that is why he rarely went to school.

_____ 3. Amy started limiting her food intake because she thought and felt fat whenever she looks in the mirror.

_____ 4. Ken enjoyed being with his friends, but there are times his friends engage in smoking and drinking liquor. Although he does not want to join, he has no choice because they will kick him out from the group.

_____ 5. When Joey was still a child, he always went to bed early, but when he learned to play online games, he started to spend more time playing gadget at night.

Activity 2: Read and Answer the following

1. What are the implications of the developmental tasks to you as a student?
 - a.
 - b.
 - c.
2. Give at least three of your significant roles in the society.
 - a.
 - b.
 - c.
3. Make a list of your skills that would help you in dealing with things when you enter adult life.
 - a.
 - b.
 - c.
4. Explain: "Challenges help us to face the reality"

Assessment 2: Assess yourself if by rating yourself according to the following scale. Check the appropriate column that corresponds to your answer.

5-always 4-often 3-sometimes 2-seldom 1-never

| Self-evaluation | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. I think many times before I make decisions. | | | | | |
| 2. I do self-assessment when I'm not sure of my actions. | | | | | |
| 3. I am responsible of my actions. | | | | | |
| 4. I tend to do change my decisions every now and then. | | | | | |
| 5. I take responsibilities seriously. | | | | | |
| 6. I accept challenges that comes my way. | | | | | |
| 7. I think twice before I say something. | | | | | |
| 8. I spend more time with my friends rather than my family. | | | | | |
| 9. I'm shy to show my talent or skills with others. | | | | | |
| 10. I do my share in the household chores. | | | | | |
| TOTAL | | | | | |

Activity 3: Answer the following briefly.

1. Write an essay about the topic: "What Kind of Adolescent I am?"
2. Make a "thank you letter" to the most significant person in your life who has helped you to understand yourself better.
3. Make a weekly plan of your tasks to accomplish.

What I Have Learned

Now that we are done with our topic, check your understanding about the lesson by filling out the box.

| | | |
|------------------|--|--|
| Recall | Recall the most important ideas from the lesson. | |
| Summarize | Summarize the ideas in a single sentence. | |
| Question | Ask 1 major question in mind. | |
| Connect | Connect the lessons in your life. | |

What I Can Do

As a Grade 11 student, you are most probably expected to enter the late adolescence to early adulthood stage. You will encounter different adversities, but as you go on with your life, you will become more responsible with your decisions and actions. Now, list some ways on how you have become a more responsible individual. Then, make a promise to yourself that you will do better in the coming years.

Assessment

Choose the letter of the correct answer. Write the chosen letter on a separate sheet of paper.

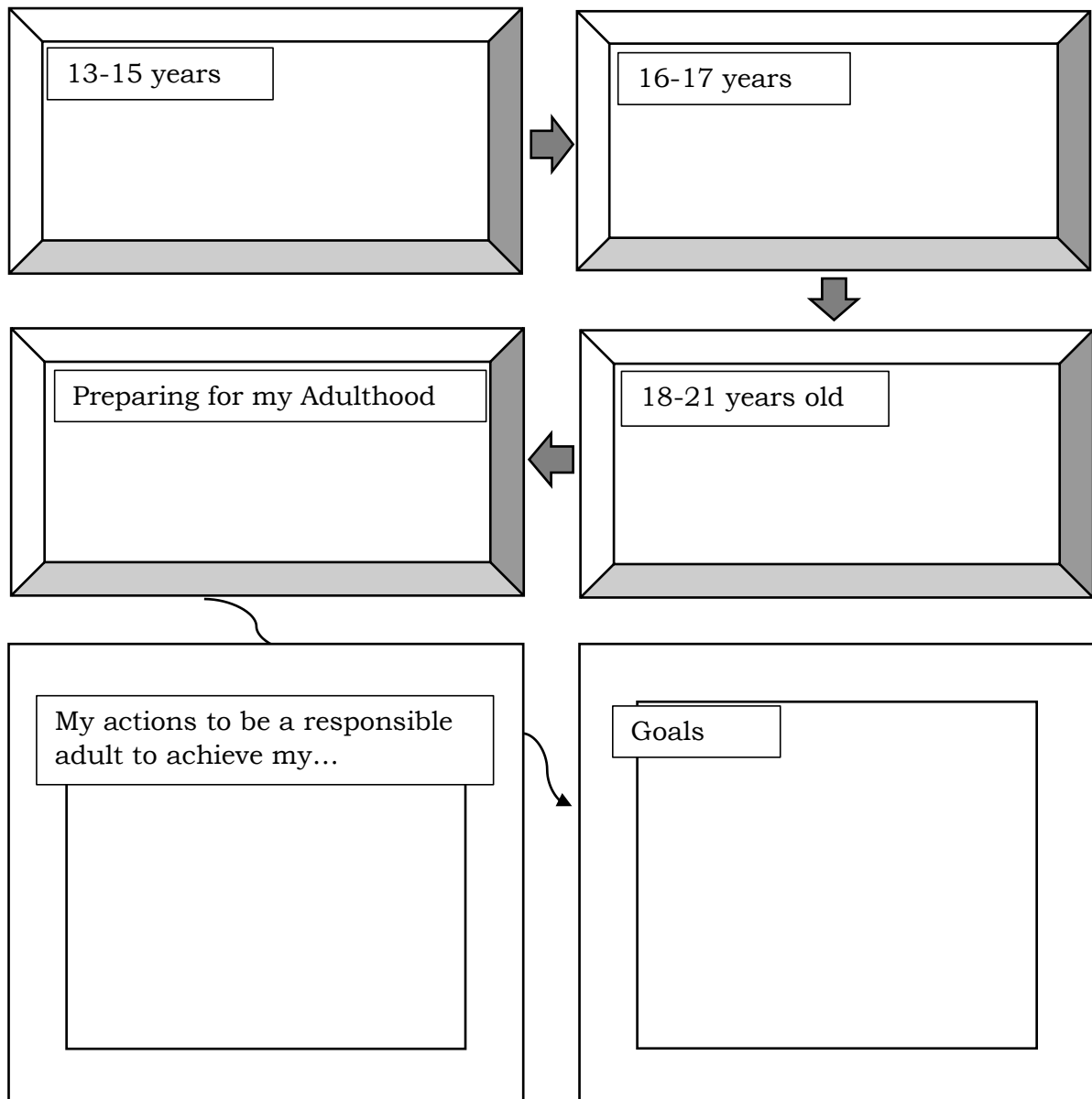
1. Adolescence is a stage _____.
 - a. of spending personal and social involvement and responsibly
 - b. when a child transitions in terms of physiology cognition to fill a new role as an emerging adult
 - c. for adjustment to decreasing stretch and health, life review, retirement, and adjustment to new social roles.
 - d. of establishing personal and economic independence, career development, selecting a mate, learning to live with someone in an intimate way, starting a family and rearing child
2. They are the most significant people who guide an adolescent in their journey during puberty.
 - a. family
 - b. friends
 - c. teachers
 - d. all of the above
3. It is an example of psychological challenges in adolescence.
 - a. health issues
 - b. school phobia
 - c. romantic relationship
 - d. journey of self-discovery

4. It is one of the social challenges an adolescent usually faces **EXCEPT** one.
 - a. heartbreak
 - b. cyberbullying
 - c. discrimination
 - d. sexual abuse or violence
5. It is a feeling that one must do the same things as other people of one's age and social group to be liked or respected by them.
 - a. outcast
 - b. peer pressure
 - c. parental conflict
 - d. racial discrimination
6. It is defined as a persistent and irrational fear of going to school.
 - a. school phobia
 - b. school paranoia
 - c. scholastic pressure
 - d. vocational challenges
7. The following are some reasons why an adolescent develops the fear of school **EXCEPT** one.
 - a. new friends
 - b. terror teacher
 - c. the class bully
 - d. lack of confidence
8. The following are some of the abilities of teens **EXCEPT** one.
 - a. thinks long-term
 - b. engages in different relationships
 - c. develops the ability to think abstractly
 - d. Is concerned with philosophy, politics, and social issues
9. The following are some causes of substance abuse of adolescence **EXCEPT** one.
 - a. social pressure
 - b. environmental stressors
 - c. raging hormonal imbalance
 - d. individual personality characteristics
10. The best person who could help a teenager, when he/she experience severe depression.
 - a. teacher
 - b. physician
 - c. psychiatrist
 - d. school counselor
11. It is characterized by the psychological crisis of identity.
 - a. self-image
 - b. sexual identity
 - c. sexual concept
 - d. self-confidence
12. Egocentric is _____.
 - a. self-love
 - b. very sensitive
 - c. overly confident
 - d. thinking they are the center of everything
13. Self-identity pertains to _____.
 - a. self-centered
 - b. identifying your sexuality
 - c. person with different personality
 - d. trying to explore and figure out their own identity

14. The following are the symptoms of eating disorder in teens **EXCEPT one**.
- exercising daily
 - distorted body image
 - skipping most meals
 - extreme weight change
15. This tells that an adolescent is becoming a mature individual.
- You spend your saving just to buy shoes worth five thousand pesos.
 - You are very persistent to finish the vocational course where you are enrolled in.
 - You answer back and bad mouth your bashers in the social media.
 - You spend more time with your friends rather than your family, because they are your source of happiness.

Additional Activities

Using the chain of events, write down some of most the important episodes in your life during adolescence. Write your aspirations and what will be your actions to achieve your goals.



Personal Development

Development Through the Help of Significant People

Personal Development
Development Through the Help of Significant People
First Edition, 2020

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Lesson 6 Significant People in Life

Recognizing the significant people in a person's life is closely related to his growth and well-being. As adolescence face critical changes and deal with transitions, it is high time to notice the people who positively influence them to carry out the tasks expected of them to accomplish. This kind of connection secures a basis of emotional security and adds to their personal development.

What I Need to Know

This module was designed and written with you in mind. It is here to help you discover yourself better through the lenses of the people who contribute so much in your well-being. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module is divided into two lessons, namely:

- Lesson 1 – Significant People in Life
- Lesson 2 – Evaluating One's Development through the help of others

After going through this module, you are expected to:

1. identify the significant people in an adolescent life;
2. differentiate their contributory factor on one's development;
3. identify who among these people influenced an individual the most;
4. assess personal development;
5. evaluate one's development through the help of others;

What's In

This module is designed to facilitate learners' insights into one's journey throughout the course of personal development. After knowing the different developmental tasks and challenges encountered by adolescents, it is also important to keep track on one's development as accompanied by the people important in life. At the end of the module, learners will be able to:

1. Evaluate one's development through the help of significant people around him/her (peers, parents, siblings, friends, teachers, community leaders.)

What's New

Significant People in Life

Being in Senior High School is another stage of life that young adolescents like you need to prepare with to face the adversaries that challenges your well-being. With full of confidence and logical thinking, you can be guided with any decisions to take in life. As you continuously progress in every learning situation, it is fitting to look back at the people who molded you to become better as a person.

- What important role did they play in your life?
- What influences did you get from them?
- How do you choose people who stay in your circle?
- What are the behavioral characteristics do you consider in looking for peers?

These are some of the questions that you need to ponder on as you continue to explore the content of this module. The discussions covered in this lesson may also help you improve your relationship with them and instill valuable lessons that could strengthen your ties among the important people in your life.

Surrounding yourself with the people who give significant contribution to your personal development is a good strategy for self-growth. Not only do they give you a sense of belongingness, but also give a feeling of security for having an extended family beyond your own. Since, man cannot survive alone, every individual needs social membership in order to develop different potentials necessary for present and future success.


What is It




Influential People in My Life


People normally look up to influential personalities who have shown greatness in terms of leadership, intelligence, creativity, talents, and charisma. They usually listen to their strong belief system that brings so much inspiration and positive energy to other's life.

Adolescents choose their idols whom they have seen in social media and from the society they get involved with. Because of the examples they model, they get inspiration and imbibe their positive outlooks in life.

These are some of the people who molded you in many significant ways and have become part of your existence.

| | |
|--|--|
| <p style="text-align: center;">Parents</p>  | <ul style="list-style-type: none"> • Parents are the first people who introduce you to life. • They provide shelter, protection, and sense of security no matter what happens. • The concept of home is formed coupled with love and much sacrifices that either your mother or father is willing to give. • When you want to hear honest opinion about the things you need to improve, they would never hesitate to tell exactly what needs to be done. • Parents play the largest role in a person's mental, emotional, physical, and social development. • They teach you the first valuable lessons in life that became an integral part of your personality as you continue to discover the world. • They get involved with your education and happy to see you achieve and discover potentials. • Parents advices are far more important than any other people's advices in terms of making sound decisions in life. |
|--|--|

| | |
|---|---|
| <p>Siblings</p>  | <ul style="list-style-type: none"> • Siblings are friends within a family. • They extend valuable help whenever you are in need of assistance. • They teach you the concept of socialization, mutual understanding, and respect. • Like friendship, your relationship with your sister or brother requires communication and acceptance. • As you grow older you realize their significant part in your life and continue to establish close ties among them. • Although disagreements are normal part among siblings, it is important to understand that all of you have sets of differences. • Sibling bond is nothing compared with any other bonds in the world if its foundation is anchored with much love and appreciation. |
| <p>Friends</p>  | <ul style="list-style-type: none"> • Friends are like extended siblings who came from different families. • They give us a sense of belongingness for an individual would always want to be part of something. • Friends also teach us the value of love, respect, understanding, and acceptance. • They help us improve in our social connection, emotional stability, and inspires our intellectual capacity. • True friends support only what is good and reject what is not. They refuse to tolerate unacceptable behavior and seek to correct your shortcomings. • Friends bring out the best in a person and they share mutual interest, hobbies, and aspirations. |
| <p>Teachers</p>  | <ul style="list-style-type: none"> • Teachers are the second parents in school. • They help you improve your intellectual and emotional capacity to handle difficult situations life. • They guide you to understand the valuable lessons about life that would last for a lifetime. • Their influence does not fade because they provide exceptional impact towards self-realization and self-discovery. • Teachers walk along the progress of the leaners; that makes it more memorable and enduring for life. • Good teachers inspire learners to do better in making decisions. • Being the role model in class, they set example to leaners who need much guidance in school. |

| | |
|--|---|
| <p>Community Leaders</p>  | <ul style="list-style-type: none"> • Community leaders provide network connections and linkages among other parts of the community. • They inspire adolescents to get involved with community services through outreach programs, social activities, and volunteer works. • They model innovation to help improve the community whom they serve. • Effective leaders set inspiration to others by setting a good example by following the policies that they try to implement. • Using their charisma, they tend to persuade others to follow them; thus, they can generate many programs to address the needs of the people. • Adolescents like you can learn from their accomplishments and may get inspired to become servant-leaders in the future. |
|--|---|

What's More

Directions: Choose the answer from the pool of words below. Write your answers on a separate sheet.

| | | | | |
|------------|-------------|----------|-------------|----------------------|
| A. PARENTS | B. SIBLINGS | C. PEERS | D. TEACHERS | E. COMMUNITY LEADERS |
|------------|-------------|----------|-------------|----------------------|

- _____ 1. They give honest opinions about the things you need and seek only what is best for your improvement.
- _____ 2. They persuade you to get involved in community outreach programs.
- _____ 3. They are true if they do not agree on misbehavior and seek to correct your mistakes.
- _____ 4. They facilitate your knowledge acquisition and determine progress.
- _____ 5. You continue to develop close ties with them despite conflicts.
- _____ 6. They give so much influence and support on your education and career choice.
- _____ 7. They influence you to serve others unselfishly.
- _____ 8. They have an enduring influence in the lives of most adolescents.
- _____ 9. Your connection with them has nothing compared with any other mutual connection.
- _____ 10. They share mutual understanding, hobbies, and love to discover common interest.
- _____ 11. They usually use the power of persuasiveness to influence other people.
- _____ 12. They help you understand valuable lesson in life that can be useful for intelligent decision making.

- _____13. They instill the basic skills and values you have learned in life.
- _____14. They extend help in any given circumstances despite arguments.
- _____15. They are like sole mates who came from different families.

What I Have Learned

Activity 1.1 What have I learned from others?

There are many opportunities that you can learn from other people; good or bad, they served as your guide in knowing yourself even more. In this activity, allow yourself to proudly describe what you have felt from the different situations you shared with them. Use the table below to indicate your answers.

When my parents see my card grades they said ...

I realized that ...

I felt very happy when my brother/sister ...

Therefore, I decided to ...

My friends told me to change my (*state a sample behavior*)

After quite some time, I noticed that

My teacher caught me unprepared for the performance, she/he said ...

I realized that ...

The leader in our community advised me to ...

I decided to ...

Activity 1.2 How significant are you?

Below is a sample value chart to determine how much you appreciate the significant people in your life. By coloring the box with RED, you can show how much they value to you.

1. Name of Mother _____

| | | | | |
|------------------|-------------|----------------------|------------------|------------------|
| Less Significant | Significant | Moderate Significant | Very Significant | Most Significant |
|------------------|-------------|----------------------|------------------|------------------|

2. Name of Father _____

| | | | | |
|------------------|-------------|----------------------|------------------|------------------|
| Less Significant | Significant | Moderate Significant | Very Significant | Most Significant |
|------------------|-------------|----------------------|------------------|------------------|

3. Name of Sister/Brother _____

| | | | | |
|------------------|-------------|----------------------|------------------|------------------|
| Less Significant | Significant | Moderate Significant | Very Significant | Most Significant |
|------------------|-------------|----------------------|------------------|------------------|

4. Name of Favorite Teacher _____

| | | | | |
|------------------|-------------|----------------------|------------------|------------------|
| Less Significant | Significant | Moderate Significant | Very Significant | Most Significant |
|------------------|-------------|----------------------|------------------|------------------|

5. Name of a Community Leader _____

| | | | | |
|------------------|-------------|----------------------|------------------|------------------|
| Less Significant | Significant | Moderate Significant | Very Significant | Most Significant |
|------------------|-------------|----------------------|------------------|------------------|

- Who is/are the most significant person/s in our life?
- What made him/her very important to you?
- What life lesson/s have you gained from him/her?

What I Can Do

Activity 1.3 A Letter to You!

As you analyze and understand the content of this lesson, write a simple letter of appreciation to the most significant person in your life. Consider all the challenges both of you conquered and positive formations they have contributed for your development.

Lesson 6.1 Evaluating One's Development through the Help of Others

A person's development is always attributed to the influences he/she got from involving with other people and society. It is important to evaluate personal progress to get track on the level of skills acquired and to focus on aspects of self that need to

be improved. To effectively facilitate this, there is a need to assess oneself through the help of other people. Their honest feedback means so much to preview plan of actions and realign them to address the goals you set for yourself.

This lesson guides you to update and evaluate personal development based on the assistance provided by the significant persons in your life. It can contribute to personal success and satisfaction on your own achievements.

What's In

This module is designed to facilitate learners' insights into one's journey throughout the course of personal development. After knowing the different developmental tasks and challenges encountered by adolescents, it is also important to keep track on one's development as accompanied by the people important in life. At the end of the module, learners will be able to:

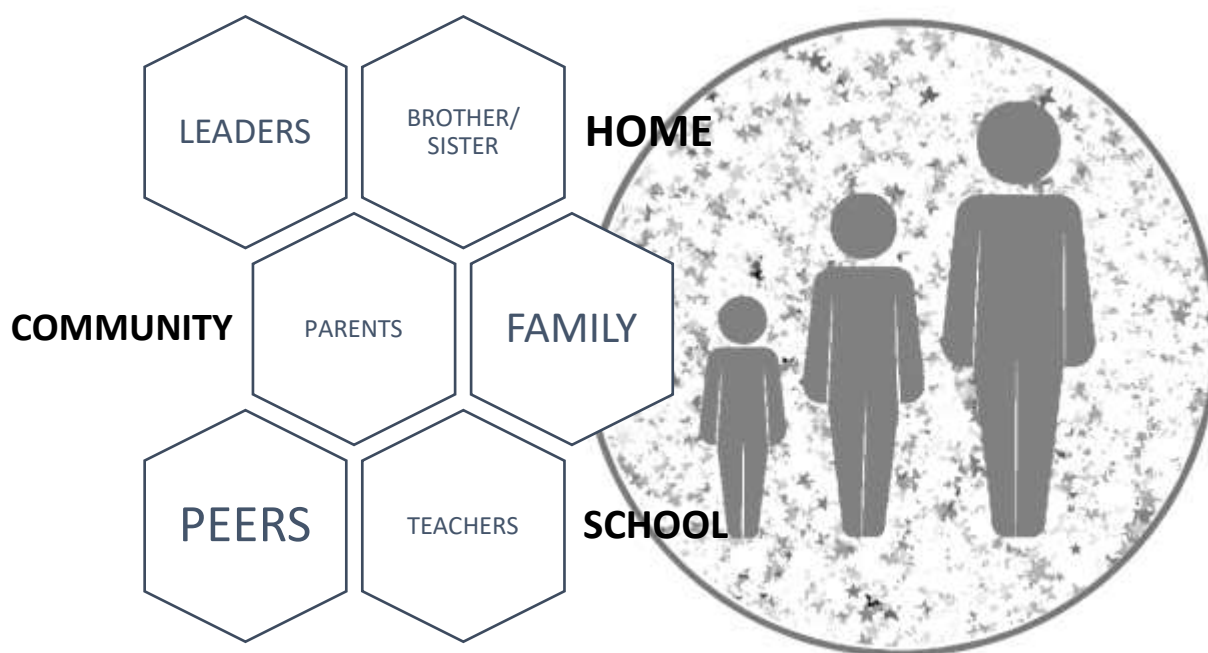
1. Evaluate one's development through the help of significant people around him/her (peers, parents, siblings, friends, teachers, community leaders).

What's New

Assessment on Personal Development

The diagram below helps you analyze how much impact each group of people have given you. Refer to the questions and ponder on your answer for each. Use the space below for your answer.

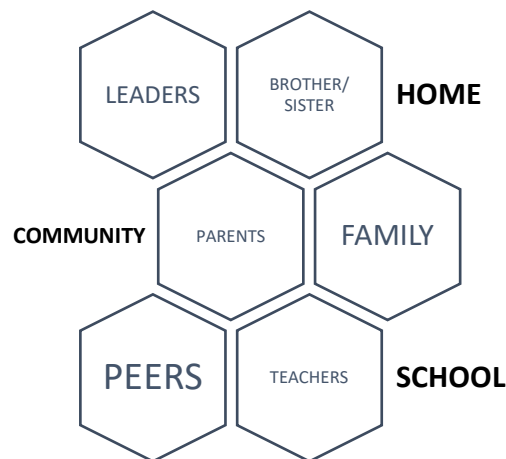
- How does each agent influence you as a person?
- How did they contribute to your personal development?
- With their help, to what extent have you improved in terms of emotional, intellectual, spiritual, and social aspect?



What is It

Significant People in Life Are Also Agents of Socialization

Self-improvement comes with an effective interaction of the different agencies within the society. The people whom you considered significant in life are also called agents of socialization. These are your family, siblings, peers, teachers, and community leaders. They help you discover more of yourself and join you in exploring what you need to know about the world. As the person continues to progress, he/she would realize the many potentials that have been influenced by any of these people.



Through the process of socialization, adolescents are exposed to many learning opportunities. As they learn, they would notice additional skills and build-up of characters under the influence of people whom they look up to. Adjustment of behavioral display is done so as to fit in the norms of the society where one intends to join. This process also allows an individual on how to interact with different people having varied cultural orientation. During such exposure, culture is learned and acquired, mutual understanding is developed, and a nature of collaboration is established. There are many benefits that an adolescent can enjoy upon deciding on socializing with the right kind of people. Since, much of the learning comes within the environment, young people are always encouraged to search for worthwhile organization that can bring out the best in them.

Success in social interaction would have a lasting effect on a person's personal development. Since human interaction happens as long as you live, it is fitting to know the proper ways on how to effectively express your thought to reach for others. These skills in communication must be learned as early as childhood and could be mastered during adolescence.

- **Family**, as the most important agent of socialization, has given you the knowledge of self-care. As you learn to take care of yourself, this is also done towards the way you deal with other agents in the society. Parents teach the value of relationship. This is significant because you would develop multiple relationships as you explore further the world. They give you their system of belief, traditions, culture, and values that you can use for discernment during difficult decision making. With the help of your siblings, the early concept of

cooperation is fostered. Friendship at this point is also established and can be nurtured even as you age.

- **Peers** would always have a great deal of influence in your life. It is rightful; therefore, for parents to feel worried about the circle of friends you opt to get involved with. It is difficult for parents to see if adolescents cast astray from the right path of self-realization; therefore, it is necessary to carefully select the right set of individuals who would contribute in bringing out the best in your capabilities. This is a great opportunity to display how much value you put in a relationship if such friendship would last for a longest time there is. Peers teach you to develop skills in organizing tasks, working together with others, giving, and receiving feedback in order to evaluate personal learning acquisition.
- **Teachers** are also special agents we see in school, a place where many exiting memories are forged through time, as we collaborate with peers. They mold us in so many ways. Their role is not only to teach us the concept of socialization but gave us opportunities to discover much more about socializing. School is the appropriate place to formally learn academic skills like comprehension, analytical thinking, logical reasoning, subject knowledge transfer, and creative visualization. All of these are learned through the help of teachers who gave so much inspiration to love learning at all cost. With their constant guidance and your willingness to learn, your future success is secured.
- **Community Leaders** need to develop selfless future leaders, as well. Since they have an important role in community development, they are extending so much help in addressing the needs of adolescents particularly in community involvement and civic responsibility. Because of these selfless service towards other people, young generations like you can also get inspired by their examples in reaching out for those who are in need. Youth leadership opportunities are also provided as means to develop a spirit of volunteerism. All it takes is get yourself involved with activities that can improve you more as a person who has a significant contribution in any given society.

What's More

Activity 1.1 How Do I Define it?

After the readings, define the following terms based on your personal understanding of the concept.

1. Socialization
2. Agents of Socialization
3. Social Interaction
4. Self-Realization
5. Peer Feedback
6. Spirit of Volunteerism

What I Have Learned

Activity 1.2 Expressing My Gratitude

It is rightful to express one's gratitude to people who have given you inspiration and growth. This is the chance to tell them how grateful you are for what you have become and the achievements you reached all these years. Express your appreciation by writing down your thoughts in the spaces below.

| | |
|---|--|
| <p>List Five Things You are Grateful for about your Sister/ Brother</p> <ol style="list-style-type: none">1.2.3.4.5. | <p>Five Valuable lessons you learned from your Teachers</p> <ol style="list-style-type: none">1.2.3.4.5. |
| <p>Tell how grateful you are for having your Mother and Father</p> | |
| <p>Write awesome memories you cherished with Peers</p> <ol style="list-style-type: none">1.2.3.4.5. | <p>Lesson learned from the Leaders who inspired you to serve others.</p> <ol style="list-style-type: none">1.2.3.4.5. |

What I Can Do

Activity 1.3 Identifying Core Values

Core values are important beliefs of a person or organization from which one is part of. These are guiding principles that tell the right behavior that an individual may manifest as he/she deals with human interaction. Core values are normally learned from people as one continues to engage in socialization. These values help in personal development towards achieving the set goals in life. In order to be successful in the future, it is necessary to imbibe important values that would serve as a guide towards self-fulfillment.

Read the following core values that you may learned from all the significant people in your life. Share insight for each value that you acquired.

| | | |
|------------|--------------|-----------|
| TRUTH | COMPASSION | INTEGRITY |
| HONESTY | PERSEVERANCE | HUMILITY |
| EXCELLENCE | SELFLESSNESS | LEGACY |

| | | |
|-----------------|----------------|----------------------|
| BRAVERY | WISE | KNOWLEDGEABLE |
| FORTITUDE | UPRIGHTNESS | FAITH |
| JUSTICE | DILIGENCE | HOPE |
| OBEDIENCE | LOVE | CARE |
| TACTFULNESS | GOD LOVING | LOVE FOR ENVIRONMENT |
| SERVICE | POSITIVE | ACCEPTANCE |
| ACCOUNTABILITY | PRUDENCE | COMMITMENT |
| ALERTNESS | COMPETENCE | EMPOWERING |
| BALANCE | THOUGHTFULNESS | FREEDOM |
| CHARITY | SIMPLICITY | MATURITY |
| VIGOR | GRATITUDE | HONOR |
| PROFESSIONALISM | RESILIENCE | PATRIOTISM |
| DISCIPLINE | INNOVATIVE | DECISIVENESS |

Activity 1.4 Evaluating Personal Development

Refer to the previous table on Core Values and evaluate yourself based on what values/skills you have learned from the significant people in your life. Then, explain how significantly they improved you as a person.

| | Core Values | Explain |
|------------------------|-------------|---------|
| 1.As a student | | |
| 2.As a brother/ sister | | |
| 3.As a leader | | |
| 4.As a son/ daughter | | |
| 5.As a friend | | |

Activity 1.5 Processing Questions

1. Which value do I live by as the best influence I got from the significant people in my life?
2. What are the current positive facets in my life?
3. Are there any roadblocks that are preventing me to achieve my personal advancement?
4. Considering my development now, how far can I go five years from now?
5. What important take away did I learn in this lesson?

Assessment

Multiple Choice. Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

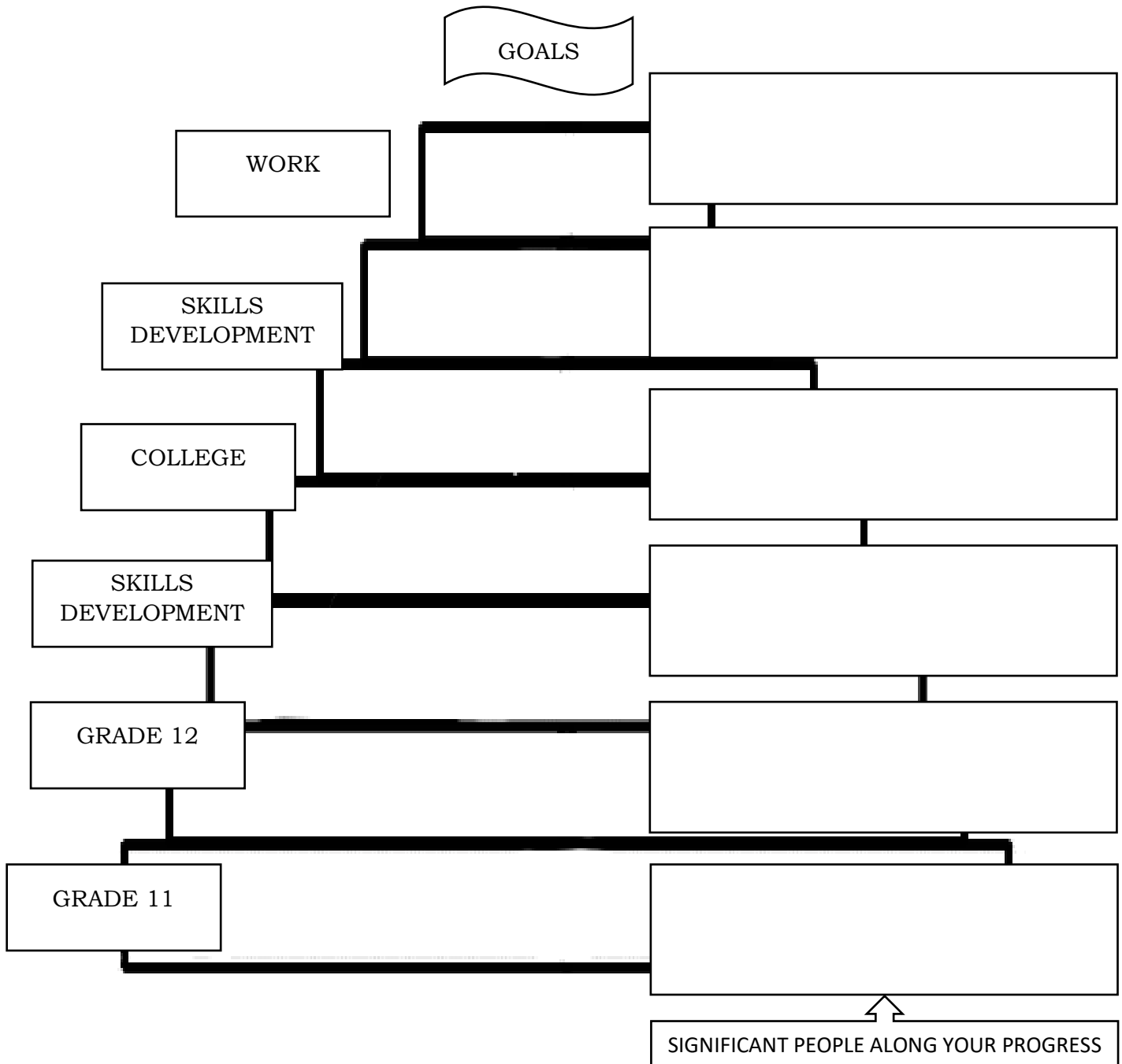
1. They give us the idea of the existence of home, mutual love, and acceptance.
 - a. siblings
 - b. teachers
 - c. parents
 - d. peers
2. They generally give important contribution to a person's personal development.
 - a. public servant
 - b. significant people
 - c. volunteer workers
 - d. leaders
3. They share the same interest, wants, membership; often give feedback of the aspects that you need to improve about yourself.
 - a. peers
 - b. parents
 - c. leaders
 - d. teachers
4. You realize developing a strong bond with them that is incomparable from any other type of human connection.
 - a. teachers
 - b. peers
 - b. parents
 - d. siblings
5. Most of the influences that an adolescent gets is attributed to the following kind of activities, except
 - a. charitable works
 - b. social isolations
 - c. community involvement
 - d. social interaction
6. They try to persuade you to get into community service and join social organizations to address potential societal problems.
 - a. mother and father
 - b. teachers
 - c. sister/ brother
 - d. community leaders
7. Which of the following is not a proper definition of a leader?
 - a. A person who thinks first of himself above others.
 - b. He/she seeks to solve possible community concerns.
 - c. He/she provides selfless service towards people.
 - d. The person in-charge in guiding a group.

8. A person's development is further improved with the help of these people.
 - a. media
 - b. self-assessment
 - c. research
 - d. agents of socialization
9. This is an effective human interaction where an adolescent can best.
 - a. Observation
 - b. Organization
 - c. Socialization
 - d. Experimentation
10. Which of the following does not belong to the group?
 - a. environment
 - b. educators
 - c. friends
 - d. FAMILY members
11. Which of the following does not belong to the acquired personal development of a person?
 - a. values
 - b. tradition
 - c. money
 - d. culture
12. To foster human understanding within a society a person need to
 - a. conduct character sketch
 - b. adjust behavioral pattern
 - c. do volunteer works
 - d. expose oneself to the tradition
13. What is the best definition of core values?
 - a. guiding principles and beliefs profess of a person
 - b. set of traditions and culture in a place
 - c. untoward traits and habits of a person
 - d. guiding rules and set of obligations to fulfill
14. This the most important agent of socialization that adolescents need to recognize.
 - a. leaders
 - b. peers
 - c. teachers
 - d. family
15. They teach you to discover inner potential and potential skills to be developed in both academics and non-academic development.
 - a. family
 - b. friends
 - c. leaders
 - d. teachers

Additional Activities

Activity 1.6 Evaluating my Current Progress

Below is a diagram of a stairs. Evaluate your current and future development in achieving whatever short- or long-term goal you have set. Alongside, determine the significant person/people whom you think will contributed so much on your progress and explain their valuable impact to your personal progress.



Personal Development

Becoming Capable and Responsible Adolescent

Prepared for Adult Life

Personal Development
Alternative Delivery Mode
Quarter 1 – Module 1: Title
First Edition, 2020

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Lesson 7 Personal Development: Self-Development – Identify ways that help one become capable and responsible adolescent prepared for adult life

Taking responsibility has been part of our daily living. Even when we are still young, we were trained by our parents to take some duties. It is in this way that they can raise us well by helping us become capable to whatever tasks we will be having in the near future and become very much responsible to whatever obligations we have to take as an individual and as part of a bigger community.

In this module you will learn more about how you can help yourself become responsible adolescent in preparation for adulthood.

What I Need to Know

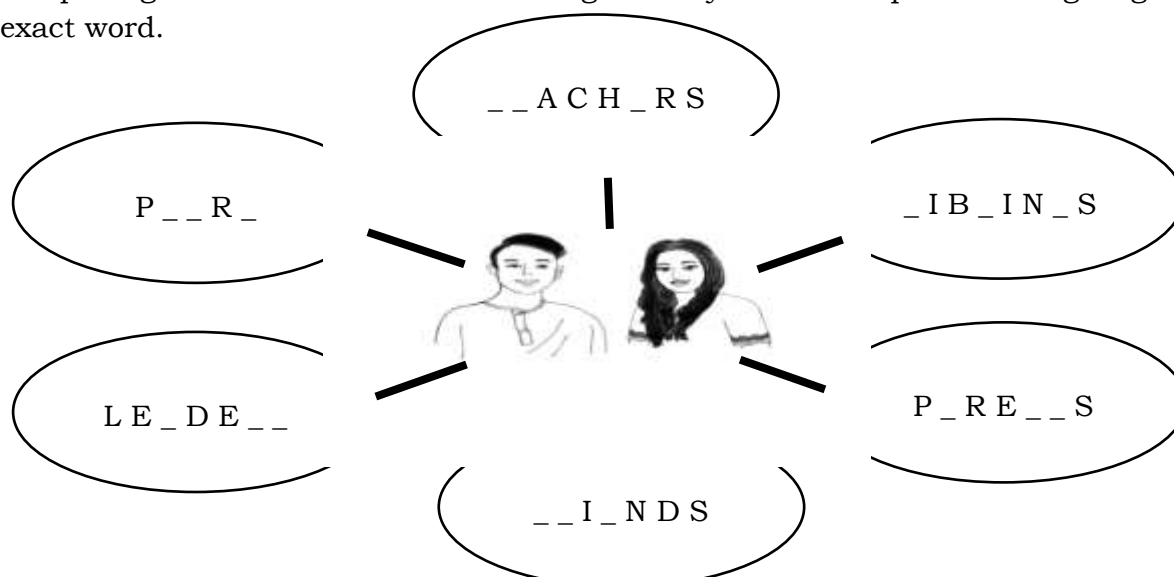
This module was designed and written with you in mind. It is here to help you master the nature of Personal Development. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The lesson in this module is about Self-Development. After going through this module, you are expected to:

1. Identify ways that help one become capable and responsible adolescent prepared for adult life.

What's In

Before we proceed any further let us have a quick review on what you have learned in the previous module. Try to identify the significant people around you by completing the semantic web below. Be guided by the letters provided in giving the exact word.



What's New

What if you are placed in each of the situation given below, how would you manage to triumphantly surpass the challenges of your life? Kindly discuss what actions would you take to overcome each of the given situations.

Situation 1:

You are studying in public school and currently enrolled as Grade 11 student. Your mother told you the other day that you are not going to finish Senior High School anymore because she cannot afford to give you your daily allowance. Your mom's decision is against your will. What best move will you do to avoid dropping out from school?

Situation 2:

You are freshmen college student. You are also given the chance for scholarship grant by being a varsity player. You met a good-looking man/young lady. You immediately find him/her attractive and wanted to be in a relationship with him/her. How would you control yourself knowing that you must prioritize your studies well?

Situation 3:

You are a working student and currently at your last year in college. Your adviser reminded you to concentrate on your study for he will not give any special considerations to working students to be fair with the other students. How would you manage to meet his expectations?

What is It

Responsibility

Perhaps you are wondering what the main point of is giving your idea answering activity in *What's New*. It was set for you to see your sense of responsibility intentionally and primarily over things.

If you have come up with better ideas by weighing things and considering other matters precisely you have developed a good sense of responsibility. But before we go any further how we do really define responsibility?

Responsibility is any moral, legal or mental obligation or duty that is directly or indirectly entrusted to you by the people around from which you are held accountable for whatever consequences or circumstance that may arrive in the future.

In our community, young children are not given any responsibility at all nor held responsible for their actions or negative thoughts. It is because they are not yet fully grown up and cannot understand the consequences of their actions. As a young kid they still must discover how to deal with the world of an adult by carefully undergoing the long process. This process takes place through their day to day experiences and/or through formal education.

As he/she gets older and learned things such as principles and laws that constitute to being responsible for one's own actions, he/she is little by little taking a bulk of responsibility on his/her shoulder. Responsibility is part of growing up.

This means no one can do away with having sets of responsibility. Out of this, we can also conclude that being responsible is part of every man's life.

Why Be Capable and Responsible Adolescent

Now that you have understood that responsibility is indeed one of the things that comprise life, then perhaps you are asking, 'Why do we need to become responsible as an individual?' 'Why do we have to learn being responsible of our own actions if this will certainly take place as we grow older?'

Aside from the fact that being responsible helps us become successful in many aspects of life, we are being taught and trained to develop a great sense of responsibility so that we will be capable of facing the consequences of our own actions. As they say nobody can clean our own mess but ourselves alone.

Being capable and responsible adolescent means having a harmonious way of living. A person who can do his/her own tasks and obligations will definitely gain the appreciation of the people around him/her. This positive aura will lead him/her become a responsible person.

Becoming responsible person performing his/her own sets of duties and accountabilities is not as simple as one two three but as soon as it manifests in one's personality it has a greater impact to the community. People who are known for his/her sense of responsibility also gain positive feedback from his/her colleagues, peers and/or environment and it can create domino effect. He/she will serve as a concrete example in his/her community. His/her way of living will become worthy of emulation. Individuals who are being emulated by the whole community eventually serve as the key for the good transformation of the society.

Common responsibilities of adolescents

Before becoming a full-grown responsible individual an adolescent like you must be familiar and have a wider understanding on your sets of responsibilities which have become the norms for you to be considered a responsible person. Below are some of the common obligations that are expected from an adolescent like you.

1. Show respect to elders.

Adolescents are the model for the younger generation. Their way of doing things, manner of dressing up, means of talking to elders are essential for the younger ones as they look for someone who will serve as their role model. Paying respect to elders would be one of the most valuable things an adolescent can do in this critical stage that kids are trying to develop good manners.

2. Take care of the younger ones.

Helping your parents to take care of your younger siblings is like hitting two birds with one stone. Giving a hand to your parents as you take their part in babysitting kids in the family is a means of showing respect to them and a training ground for you to become a loving and caring parents in the future. Preparing adolescents to become a responsible adult of the future really starts within the family and it does not cost you a lot of money.

3. Study well.

Studying hard is not your obligation to your family rather it is your personal responsibility. All this time that you find it difficult to understand why your parents put a big and heavy burden on your shoulder by forcing you to study harder you have to realize that they are only extending their

assistance to you so that as you take your turn in the society you'll find it easy to perform your role having the right amount of knowledge facing any and every challenges that awaits you.

Accepting this obligation and overcoming the challenges of it will give you a guarantee of living a bright future.

4. Avoid engaging to bad vices.

Along with performing your other personal duties you must also distance yourself from bad vices and practices. First these activities will surely mislead you from the principles of your parents and teachings of your school. Second, engaging to bad vices will consequently draw you away from your dreamed success and instead you might catch yourself struggling from depression, self-blaming, tiring stage of self-pity and helpless phase of regrets. In the end, you will live an unwanted life.

Nobody deserves to live an unhealthy life so start making it your goal to live a life away from bad vices.

5. Establish a good identify.

Identity is what people seek as they try to take their role in their community. Living with good identify will help you see all your potentials and love yourself more. A lot of people will start to like working with you and this would mean learning more.

6. Earn the trust of the people around.

Gaining the trust of the people that surrounds you is the fulfilling result of creating your own identify. For example, if you are able to give a sense of relief to others during the time they least expected it you'll certainly earn their trust and at times, they won't be able to do things on their own they seek your aid and rely on your presence. Being reliable becomes your dominant identity and out of this you obtain trust from the people around.

Having people's appreciation is just one of the wonderful effects of being trustworthy. But aside from this you will find it amazing to do things on your own because people have sufficient trust on you. Freedom is one of the good consequences of being trustworthy. You are free to do things on your own, choose the company you love and take risks on some matters without having to make other people worry too much.

7. Distinguish good company from bad influence.

Living a happy life is everybody's dream. For you to achieve this kind of life as adolescent it is vital for you to learn to distinguish good company from the bad ones. Even though, you have enough trust from your parents and advisers you are still encouraged to seek their assistance as you try to identify the qualities of a good company or people worthy of becoming your closest friends. It is your level of willpower that helps you concretized your success; however, your choice of company might hinder your strong will to become successful. Learn to choose your company well.

8. Know yourself better.

One of the greatest responsibilities of an adolescent like you is to become completely familiar with yourself. Knowing yourself is being able to identify your strongest characteristic traits and personality. This includes knowing your likes and dislikes. Obtaining a comprehensive understanding of your abilities and capabilities is of great advantage for you to become genuinely responsible and later be a fulfilled individual.

How to become capable and responsible person in preparation for adult life

Getting *teeners* ready for their life ahead becomes the duty of the whole society. There are numbers of suggestions and teachings on how you can really turn into a responsible individual. Below are some of the common teachings of our parents, advisers, and/or elders in our community on how we can establish sense of responsibility within ourselves. Take time to read them.

Know your priority

Putting the most important things at the top of your priority is the best strategy for you to have a good sense of direction. Having this enables you to identify your goal and keep your concentration on it.

On the contrary, having too many priorities might give you too much pressure. There is a big chance that you become anxious on where to begin with or how to start. A young boy who becomes successful with one simple goal is greater than a man with so many undelivered plans. Take it easy. Always remember one step at a time.

Have focus

Prioritizing things out leads you to set your eyes to the most important things. This will maximize your strong determination to accomplish your goals. This will give you a clear mind and a clear objective as well. Having focused on one thing delivers you from being efficient in your task/s applying effective strategies. Before you knew it, you have already maximized your time and you are very much ready to fulfil another task.

Be decisive

Being responsible is equal to being decisive. Decision making is one of the life skills that teenagers must have. Our life depends on how well we decide on things. People most of the time are afraid of situation where they must critically decide on things. This is because of their false understanding of being decisive. All this time young people like you think that deciding on things means coming up with the right decision. This idea is quite absurd for nobody can really say that what you have chosen is the right one. It is only when you happen to see its impact that you will get to say indeed it was right.

Rather, people must learn that being decisive means being assertive arriving with the best decision you could come up with by carefully weighing things and considering the logic implied in the situation. Therefore, before you become decisive you must be assertive first.

Work diligently

For you to claim that you are such a responsible person you must have several outputs to let people see how responsible person you are. Working with your job is different from working diligently with your duties.

Taking time to do your work need not to be imposed to you rather you should have the initiative to do each. Diligently working entails joyful atmosphere and graceful aura. A lively spirit would always keep you blessed with ton of energy and enthusiasm to work hard without complaining.

Don't count at all

A real hard-working person does not count his/her duties instead he/she works with the goal of finishing all the tasks. This is quite a simple way of becoming responsible but of equal weight on some other guiding principles on how to become responsible.

This character trait will let you have the right spirit to become responsible individual and build camaraderie with your colleague developing sense of reliability within you. Later on, this will give a great amount of circle of friends. On the other hand, when you get used to counting the task you have finished, and the duties endorsed to you it may appear so arrogant among your peers.

Stay humble

Having not to count what you have successfully accomplished will help you keep your feet on the ground. A responsible person need not to boast every now and then.

In some other circumstance, humility may also mean being able to accept your mistakes and be apologetic. Apologizing for your own flaws and lapses is a clear indication of humility. Acknowledging your imperfections and apologizing for it is a clear manifestation that understanding the virtue of sense of responsibility is little by little being accepted by your system and sets of principles.

Love your duty

Your passion towards the fulfilment of your duties can serve as the fuel that will make you capable of fulfilling even the most impossible task and challenging duty. It is your love towards your work that will drive you to the road of becoming capable and responsible individual.

If diligence can bring out lively spirit in you, your love towards your sets of obligations bring out all your undiscovered strengths. Loving your duty keeps your day bright and will help you feel bored not tired even with the tasks commonly hated by others.

Dedicate time

Loving your duty is not complete without dedicating your time. Being responsible individual also requires you to dedicate enough amount of time. Spending time doing your work is an important matter. It is when you dedicate your time that all your effort will be materialized. Your goal to succeed will also be realized.

What's More

Activity 1.1 Understanding Ways to Become Responsible

Activity 1.1. Yes or No

Write Yes if you agree with each of the statement and No if you do not.

- _____ 1. Sets of responsibility are given to a person at very young age.
- _____ 2. Responsibility is any set of obligations entrusted to every person.
- _____ 3. As a person becomes mature, he/she becomes of taking responsibility.
- _____ 4. All of us are capable of being responsible.
- _____ 5. Being responsible will help one grow into a mature person achieve more.

Activity 1.2 Self-Check

Evaluate how capable are you with the each of the given statements using the scale below.

3 – Very Much Capable

2 – Slightly Capable

1 – Not capable

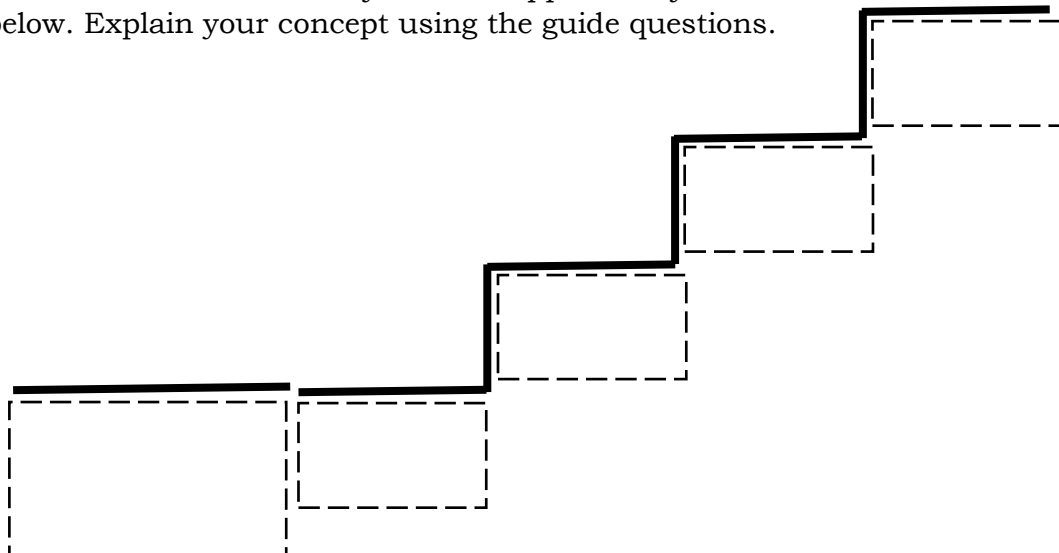
| No. | Statements | 3 | 2 | 1 |
|-----|--|---|---|---|
| 1. | I can make my plans for the whole week. | | | |
| 2. | I can accomplish the activities or tasks I set for the week as I planned them. | | | |
| 3. | I can make sound decisions. | | | |
| 4. | I can prove myself to others. | | | |
| 5. | I can make other people trust me. | | | |
| 6. | I can learn new things on my own. | | | |
| 7. | I can see my own mistakes. | | | |
| 8. | I can correct my mistakes. | | | |
| 9. | I can change my point of view as I find the need to do so. | | | |
| 10. | I can pull myself together whenever I feel so down. | | | |

Guide Questions

1. To what statement/s did you give yourself the lowest rating? The highest rating? Explain your assessment.
2. How do you find your assessment towards your capabilities?
3. How can your knowledge of your own capabilities be carried out as you take responsibilities in the future?

Activity 1.3 Steps of Becoming Responsible

In this activity you are to list the steps on how you can be capable and responsible adolescent who is ready to face adult life. Name the four most relevant and effective means that you have applied in your life. Use the stair diagram below. Explain your concept using the guide questions.



Guide Questions

1. What is so special with the steps you have mentioned in your diagram above?
2. How can these steps be of great help in making you responsible and confident adolescent facing adulthood?

What I Have Learned

I am pretty sure you have gained so much from this module. Please feel free to complete the phrases below.

From this module I fully understand that for me to become a responsible individual requires me to be _____. From this day on I will try to value _____ so that I will _____.

What I Can Do

After understanding the ways on how to become capable and responsible adolescent, try to look forward and see how well you will prepare yourself in the future. You are to prepare a matrix indicating your plans for the next 10 years. Kindly use the template below. (Take the first example as your guide)

| Year | Activity/ies | Strategies |
|-----------|------------------|---|
| 2020-2021 | Graduated in SHS | I will study hard and finish all my requirements. |
| 2021-2022 | | |
| 2022-2023 | | |
| 2023-2024 | | |
| 2024-2025 | | |
| 2025-2026 | | |
| 2026-2027 | | |
| 2027-2028 | | |
| 2028-2029 | | |
| 2029-2030 | | |

Assessment

Multiple Choice. Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Which among the statements below present the ways to become responsible?
 - a. Join different social gatherings.
 - b. Engage in a serious relationship.
 - c. Take care of the younger siblings.
 - d. Stop schooling and start working.
2. Which among the items below should you avoid to be responsible?
 - a. parents' advice
 - b. bad companies
 - c. school activities
 - d. household chores
3. Why is it important for adolescent to become responsible?
 - a. It is a way to get wealthy.
 - b. It is a way to gain friends.
 - c. It is a way to become popular.
 - d. It is a way to have a bright future.
4. Which among the items below does **NOT** lead to becoming responsible?
 - a. Set one's priorities in life.
 - b. Dedicate time in doing all the tasks.
 - c. Become reliable doing things for others.
 - d. Forget the tasks which are hard for one to accomplish.
5. Which among the items below helps one to become responsible?
 - a. be tactful
 - b. work hard
 - c. set activities
 - d. be generous
6. Below are the participation of the parents in letting their child/children become responsible **EXCEPT** _____.
 - a. Send them to school.
 - b. Look for their set of friends.
 - c. Train their child/children to pay respect to elders.
 - d. Assigned household chores for them to accomplish.
7. How should one accept his/her responsibility?
 - a. Be easygoing
 - b. Be pessimistic
 - c. Be affectionate
 - d. Be broad-minded

8. Why should one be held accountable for his/her responsibility?
 - a. It will give him/her another problem to solve.
 - b. It will make him/her regret all his/her actions.
 - c. It is an opportunity for him/her to become more responsible.
 - d. It is a chance for him/her to pass his/her obligation to others.

9. Below are the reasons why one should be very responsible in his/her studies **EXCEPT** _____.
 - a. Studies make one reach in the future.
 - b. It is a means of paying the kindness of their parents.
 - c. It is a means of meeting a lot of people who can help you in the future.
 - d. Studies give any individual the opportunity to gain a better way of living.

10. Why should an adolescent be asked to take care of his/her siblings?
 - a. It is a means of discovering one's abilities.
 - b. It is part of our obligation to the community.
 - c. It serves to lessen the tasks of the parents.
 - d. It serves as training ground for one to become responsible parents in the future.

11. Why does showing respect to elders become the responsibility of adolescents?
 - a. They are the ones to replace the adult.
 - b. They are the role model of younger kids.
 - c. They are the right people to replace their parents.
 - d. They are the only person who understand their siblings.

12. What is likely to happen if an adolescent did **NOT** learn to become responsible?
 - a. He/She might find life difficult.
 - b. He/She might not enjoy his/her life.
 - c. He/She will obtain a happy marriage.
 - d. He/She will obtain a good career in the future.

13. What is likely to happen if one does **NOT** know how to prioritize things?
 - a. He/She will not succeed in life.
 - b. He/She might have unclear goals.
 - c. He/She will hate accepting duties.
 - d. He/She might get satisfying results.

14. What **BEST** way can parents trained their child/children to become responsible?
 - a. Dictate what they have to do all the time.
 - b. Trust them and wait until they seek their help.
 - c. Leave them alone and let them be independent.
 - d. Give them tasks and guide them as they fulfill each.

15. How can one's humility become his/her way to become responsible?
 - a. He/She will be able to acknowledge his/her fault.
 - b. He/She will be able to gain sympathy of other people.
 - c. He/She will be able to seek the assistance of other people.
 - d. He/She will be able to realize that it is hard to become responsible.

Additional Activities

Now that you have gained a complete understanding of the different ways of becoming capable and responsible adolescent as well as its importance you should understand that you must take the responsibility of examining yourself and take actions to improve.

In order to do that you are to prepare a list of all your weaknesses and state your plans on how you will try to improve each.

Kindly list down the ten most important things that you wish to improve after two or three years. Use the template below.

| Weaknesses | Ways To Improve My Skills |
|-------------------|----------------------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

Personal Development

Understanding of Mental Health and Psychological Well-being

Personal Development
Understanding of Mental Health and Psychological Well-being
First Edition, 2020

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Lesson 8 Stress and Mental Health

“You can’t change how people treat you or what they say about you. All you can do is change how you react to it” -Mahatma Gandhi

Each of us has our own battle. We encounter different challenges in life, and it is up to us on how to deal with each challenge. Nowadays, most adolescents like you deal with different issues with friends, family, academics, relationships, and even pressure that could lead to stress and worst -depression. There are several ways on how to deal and cope with stress. Most of the time, dealing with stress differs from person to person. It is better to assess yourself first for you to know what strategy you can easily adapt to deal with stress.

What I Need to Know

This module was made and written to help you understand mental health and psychological wellbeing. The scope of this module allows you to identify personal ways of coping for healthful living. It discusses stress and its underlying facts that can affect one’s wellbeing. It also talks about various stress responses are needed to be addressed through familiarizing with understanding the ways to healthful living so that you could take right decision to cope with this devastating and breaking down experiences. Having knowledge about this lesson may help you manage the problems that this life may bring, and may not affect your performance in whatever activity you are engaged in. The language used recognizes the needs of the learners. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The content of this lesson is about “*Understanding Mental Health and Psychological Well-being*”

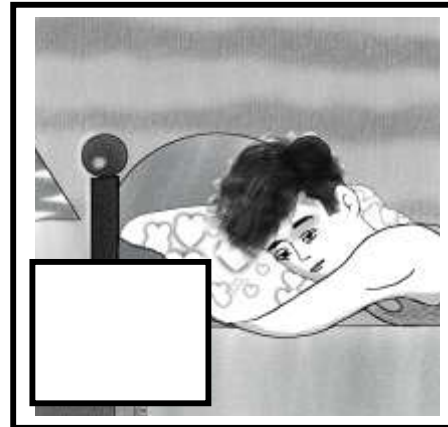
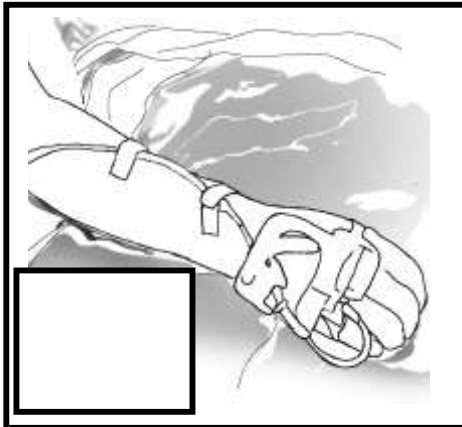
After going through this module, you are expected to:

1. define what is stress;
2. define what is mental health;
3. discuss understanding of mental health and psychological well-being to identify ways to cope with stress during adolescence;

What’s In

As you learned on the previous module, happiness depends on you alone. Being happy is something that you must declare on yourself. We are all responsible for our own happiness. We take control of the things that will give impact and influence on our life. Imagine, you are browsing your Facebook timeline, and you saw the following pictures posted by your friends. On another sheet of paper, draw the reaction you will give in each post.

YOUR REACTIONS:



What's New

Color the Fun Game

On this activity, you will need crayons and paper. Get a sheet of paper and make a table just like the example below. Get another piece of paper, divide it into 12 then color each pair (red, orange, yellow, blue, green, and violet), making 2 sets of color. After coloring the paper, crumple and make a tiny circle just like nips. Pick

one from those paper (do this like a lottery). Answer the table below according to the color you picked. Do this until you finish all the 12 crumpled papers.

| COLOR OF THE NIPS | TASK | ANSWER |
|--------------------------|--|---------------|
| RED | What makes you feel angry? | |
| YELLOW | What makes you feel loved? | |
| ORANGE | What makes you feel lonely/sad? | |
| BLUE | What makes you feel happy or excited? | |
| GREEN | What makes you feel worried or afraid? | |
| VIOLET | What makes you feel relaxed or chill? | |

After doing the activity, what did you feel? Were you able to recall memories that make you feel happy? sad? lonely? angry? afraid? relaxed? How did your heart react on each color? Did it beat fast? When you wrote down your answers, did you still have the same feeling you felt with those things? Have you moved on to the things that made you cry? Did you feel uncomfortable?

What is It

As a Senior High School student, you're probably plenty familiar with the experience of **stress**—a condition characterized by symptoms of physical or emotional tension. An individual may feel when he/she is struggling to accept changes with physical, mental, and emotional responses. It may give tension which will lead into various responses such as anger, frustration, and nervousness. What you may not know is that it's a natural response of the mind and body to a situation in which a person feels threatened or worried. Stress can be positive (the excitement of preparing for your 18th birthday) or negative (dealing with a loss of a family member).

As to human condition, stress first appeared in the 1930's in scientific literature and became common until the 1970s (Lyon, 2012). In the present age, stress was used to describe a variety of unpleasant feelings such as overtime we feel angry, conflicted, overwhelmed, frustrated, or fatigued.

Demanding or threatening events are often referred as **stressors**. These events can cause stress, the organism's biological and behavioral response to the stressor.

Stress as Stimulus, Response and Relational

Stress as Stimulus

Researchers have conceptualized stress as a demanding or threatening event or situation (e.g., a high-stress job, overcrowding, and long commutes to work). Such conceptualizations are known as Stress as stimulus definitions because they characterize **stress as a stimulus** that causes certain reactions. Stimulus-based definitions of stress are problematic, however, because they fail to recognize that people differ in how they view and react to challenging life events and situations. For example, a studious student who has studied very well in all subject for the first quarter would likely experience less stress during examination than would a less responsible, unprepared student.

Stress as Response

Other researchers have conceptualized stress in ways that emphasize the physiological responses that occur when faced with demanding or threatening situations (e.g., increased arousal). These conceptualizations are referred to as response-based definitions because they describe **stress as a response** to environmental conditions. For example, the endocrinologist Hans Selye, a famous stress researcher, once defined stress as the “response of the body to any demand, whether it is caused by, or results in, pleasant or unpleasant conditions” (Selye, 1976, p. 74). Selye’s definition of stress is response-based in that it conceptualizes stress chiefly in terms of the body’s physiological reaction to any demand that is placed on it. Neither stimulus-based nor response-based definitions provide a complete definition of stress. Many of the physiological reactions that occur when faced with demanding situations (e.g., accelerated heart rate) can also occur in response to things that most people would not consider to be truly stressful, such as receiving unexpected good news: an unexpected academic award.

Stress as Relational

When a person is experiencing stress takes a step back to look at the situation that is causing the stress and reflect on it.

When an individual’s resources are more than enough to deal with the difficult situation, that person may feel little stress. When an individual realizes that his or her resources is just enough to deal with the circumstances but only at the cost of great effort, that person may feel a moderate amount of stress. But, when an individual knew that resources is not enough to meet the stressing event, that person may feel a great deal of stress. Stress, then is determined by the person-environment fit.

There are two kinds of appraisals of a stressor: primary and secondary appraisals. A primary appraisal involves judgment about the degree of potential harm or threat to an individual that a stressor might demand. A stressor would likely be appraised as a threat if one expect that it could lead to some kind of harm, loss, or other negative consequence; conversely, a stressor would likely be appraised as a challenge if one believes that it carries the potential for gain or personal growth. For example, a grade 12 student was elected as the President of the Student Council.

This leadership position would likely be perceived as a threat if that student believed that it would lead to excessive work demands, or this position would likely be perceived as an opportunity if that student will view it positively to gain new skills and enhance ability. Similarly, a Senior High School graduate on the point of graduation may face the change as a threat or a challenge

Sometimes stress can be good. For example, it can help you develop the skills needed to manage potentially challenging or threatening situations in life. However, stress can be harmful when it is severe enough to make you feel overwhelmed and out of control. Strong emotions like fear, sadness, or other symptoms of depression are normal, if they are temporary and do not interfere with daily activities. If these emotions last too long or cause other problems, it is a different story.

Mental Health

As defined by Merriam-Webster dictionary, it is a condition of being sound mentally and emotionally that is characterized by the absence of mental illness and by adequate adjustment especially as reflected in feeling comfortable about oneself. It is also a positive feeling about others, and the ability to meet the demands of daily life. Having a good mental health is also a state of the overall wellbeing of a person associated with, can set and aim your goals, enjoying your life to the fullest, can have and maintain a good relationship with other people especially your classmates and colleagues and lastly, you are able to manage and recover from loneliness and stress. A good mental health does not necessarily mean being happy or successful all the time. Most people feel depressed, lonely, or anxious now and then, but those with good mental health can take these feelings in stride and overcome them. When such feelings or moods persist and interfere with a person's ability to function normally, though, it may be a sign of a more serious mental health problem and time to seek help.

Wellbeing is the holistic view of our self and our health. As an adolescent, several factors that could influence your wellbeing such as pressure due to exams, assignments and projects, family issues, financial status, relationships among other people, and mobile addiction. It is your task to cope with stress and manage your mental health.

Having a good mental health means that you are stable enough to face challenges brought by the different daily circumstances. Whatever life may bring to you, you can 'bounce back' and get to action again.

Mental Health Indicators

Here are some known indicators of mental health:

- Emotional well-being: life satisfaction, happiness, cheerfulness, peacefulness.
- Psychological well-being: self-acceptance, personal growth including openness to new experiences, optimism, hopefulness, purpose in life, control of one's environment, spirituality, self-direction, and positive relationships.
- Social well-being: social acceptance, belief in the potential of people and society, personal self-worth and usefulness to society and a sense of community.

What's More

Activity 1.1 Understanding mental health and psychological wellbeing to identify ways to cope with stress.

After knowing what mental health and the nature of stress are, below is a word puzzle. Search the terms on the puzzle below. Description of the terms are given.

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| h | k | i | g | n | z | v | p | c | h | z | l | q |
| o | k | c | h | v | z | x | p | y | p | b | d | w |
| r | e | z | g | i | s | l | w | t | h | s | x | j |
| m | e | n | t | a | l | h | e | a | l | t | h | n |
| o | x | l | r | e | c | e | l | m | o | r | d | r |
| n | p | l | a | s | e | p | l | n | v | e | e | z |
| e | e | w | k | t | e | h | b | k | k | s | m | t |
| s | r | l | s | i | i | f | e | d | p | s | o | e |
| w | i | a | d | m | e | o | i | o | t | o | t | b |
| d | e | u | l | u | i | b | n | a | d | r | i | l |
| j | n | q | e | l | q | s | g | a | t | s | o | u |
| l | c | j | v | u | e | j | l | h | l | w | n | k |
| g | e | h | c | s | k | e | e | r | e | e | s | v |

1. The condition that individual may feel when he/she is struggling to accept changes with physical, mental, and emotional responses.
2. It is caused by situations that may be life threatening or life changing.
3. Something that causes stress or tension.
4. It is the way the body reacts to challenging situations.
5. A positive feeling about others, and the ability to meet the demands of daily life
6. The holistic view of our self and our health.
7. When a person is experiencing stress, he takes a step back to look at the situation that is causing the stress and reflects on it.
8. A chemical substance produced in the body that controls and regulates the activity of certain cells or organ.
9. A practical contact with and observation of facts or events.
10. A natural instinctive state of mind deriving from one's circumstances, mood, or relationships with others.

What I Have Learned

Activity 1.2 Sharing is caring

In this activity, you will write the threats and opportunities of the given situation. Use the illustrations below to indicate your answers. Write your answer on a separate sheet of paper.

| | |
|--|--|
| <p>Consistent first honor from grade 7-10</p> <p>THREATS:</p> <p>OPPORTUNITIES:</p> | <p>Transferring from another school</p> <p>THREATS:</p> <p>OPPORTUNITIES:</p> |
| <p>Elected as the Class President</p> <p>THREATS:</p> <p>OPPORTUNITIES:</p> | <p>Having your first boyfriend/girlfriend</p> <p>THREATS:</p> <p>OPPORTUNITIES:</p> |

In this activity, you will write the things that you've learned by writing your own definition of the following terms.

1. **STRESS** _____
2. **STRESSOR** _____
3. **MENTAL HEALTH** _____

What I Can Do

Learning the Skill: Stress as Stimulus, Response and Relational

1. List down experience that you had when it comes to stress.
2. Identify whether it is stress as stimulus, response, or relational.
3. On the fourth table, write ways on how you can nurture your mental health and wellbeing.

| | | | |
|---------------------------|---------------------------|-----------------------------|----------------------|
| Stress as Stimulus | Stress as Response | Stress as Relational | Mental health |
|---------------------------|---------------------------|-----------------------------|----------------------|

Assessment

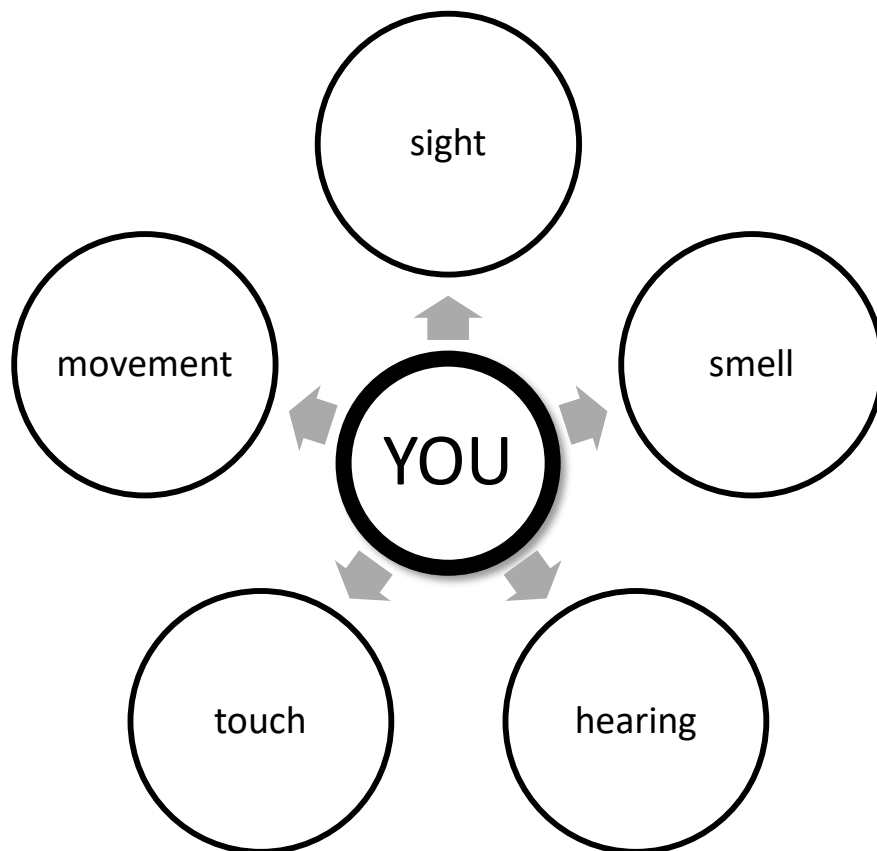
Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. It is the physical and mental response of the body to the demands made upon it.
 - a. stress
 - b. response
 - c. hormones
 - d. mental health
2. It is better known as stress hormone.
 - a. Cortisol
 - b. adrenalin glands
 - c. hormones
 - d. cells
3. It is the causes of strain or tension.
 - a. stimulus
 - b. stressor
 - c. stress hormones
 - d. nervous system
4. It is a simple reaction to an input that disturbs physical and mental balance.
 - a. emotion
 - b. stress
 - c. depression
 - d. experience
5. The given examples such as: a high-stress job, overcrowding, and long commutes to work is under what categories of stress.
 - a. stress as result
 - b. stress as stimulus
 - c. stress as response
 - d. stress as relational
6. When performing deep abdominal breathing, focusing on a soothing word, visualizing of tranquil scenes, repeating prayer, yoga, and tai chi, are performing what category of stress.
 - a. stress as result
 - b. stress as stimulus
 - c. stress as response
 - d. stress as relational
7. The trouble that comes from imperfect people around us is what category of stress?
 - a. stress as result
 - b. stress as stimulus
 - c. stress as response
 - d. stress as relational

8. Which is NOT true about stress?
- a. If you ignore stress, it will go away.
 - b. Women appear more distress than men.
 - c. Stress is hormonal response from the body.
 - d. Stress can overburden your mind with incessant worries.
9. which of the following does not describe mental health?
- a. a condition of being sound mentally and emotionally that is characterized by the absence of mental illness
 - b. a positive feeling about others, and the ability to meet the demands of daily life
 - c. easily giving up with life challenges and doubting yourself
 - d. being able to manage and recover from loneliness and stress
10. The following are the factors that can influence your wellbeing except
- a. tv news
 - b. pressure from school activities
 - c. financial issue
 - d. family problem

Additional Activities

To nurture your mental health and wellbeing, fill in the graphic organizer. State the things that you do with your five senses to have a good mental health and wellbeing.



Personal Development

Identifying Cause and Effect of Stress in one's Life

Personal Development
Identifying Cause and Effect of One's Life
First Edition, 2020

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Lesson 9 Identify Causes and Effects of Stress in One's Life

Experiencing stresses in life may lead you to struggle and may direct you to unwanted emotions such as anger, frustration, and nervousness. These may result into tensions which in return affect your physical, mental, and emotional responses.

What I Need to Know

This module is designed and written to help you cope with stress which you will encounter in your middle and late adolescence period, and give you understanding about the sources of stress as well. The scope of this topic will focus on identifying causes and effects of stress in one's life. The learning experience that you will gain in this module will help you in your stress management and problem-solving as you face more challenges in life. The lessons are arranged to follow the standard sequence of the course in identifying the causes and effects of stress in one's life (**EsP-PD11/12CS-If-5.1**).

After going through this module, you are expected to:

Identify the causes and effects of stress in one's life

1. Enumerate the sources of stress.
2. Determine the effects of stress.

What's In



Write true if the statement is true, and false if it is False. Write your answer on your notebook.

- _____ 1. Mental health includes psychological and social well-being.
- _____ 2. You can determine how to handle stress.
- _____ 3. Mental health is important to adolescent.
- _____ 4. People with high psychological well-being are happy and satisfied with life.
- _____ 5. Emotional instability creates low health self-esteem.
- _____ 6. The presence of anxiety is accompanied with fears and difficulty to concentrate with the daily task.
- _____ 7. Adolescents with low self-esteem are dissatisfied with life.
- _____ 8. Stress is always a negative experience.
- _____ 9. Admitting what you feel is a sign of weakness.
- _____ 10. Stress is always shown in physical symptoms.

What's New

Do you recall a situation or event that caused you to lose your control? How did it affect you?

List down inside the box the events or people that cause your stresses? On the other box state your reaction about these.

| <i>Causes your stress</i> | <i>Your Reaction</i> |
|---|---|
|  |  |

Process Questions:

1. What have you felt after writing the causes of your stresses?
2. While writing your reaction from the source of your stresses, what have you realized?
3. Do you think you have control over your reaction?
4. What did you do to feel better?
5. Are your reactions good or harmful to you or to others?
6. Why do you think adolescence like you are experiencing these kinds of stressors?

Let us discuss why these emotions are common to almost all teenagers by identifying the causes and effects of stress in one's life.

What is It

Stress is a simple reaction to an input that disturbs our physical and mental balance. It is ever present in everyone's life in various situations and activities. Therefore, you are not exempted from experiencing stress.

Different people have different stresses. As a student, you, too, have various stressors. These are the commonly cited causes of stress of the students:

- peers
- examinations
- making portfolios
- returning to study
- poor time management
- bullying
- overcrowding
- noise

- meeting the deadlines
- difficulty in organizing work
- various tasks from each subject
- leaving assignments to the last minute
- adjusting to life as senior high school students
- parents or problems at home
- balancing between family and school
- difficulties with personal relationships (e.g. infatuation, crushes)

The Good Stress and The Bad Stress

There are two types of stress, the “eustress”, which is term for positive stress or good stress, and “dystress” which refers to negative stress or bad stress as cited by Dr. Lazarus, building on Dr. Selye’s work. He said that there is distinction between eustress and distress. In everyday life, we always use the term "stress" to describe negative situations. This directs many people to believe that all stress is bad for people, which is not true. Eustress, or positive stress, can motivate someone to regain enthusiasm in their endeavor, it can give excitement to revitalize performance.

Causes of Good Stress:

Good stress is the type of stress you feel when you are excited. Your hormones surges high and your pulse quickens. You feel that you are far from stress.

The following are examples of good stresses:

- being promoted in the job
- having your first date
- becomes number one in your class or competitions
- receiving good commendations from family, friends, and relatives
- acquiring and possessing new gadgets
- during holiday seasons
- passing in your examinations
- meeting your old closest friends
- starting a new business
- additional allowance
- having outdoor activities together with your classmates
- jamming/bonding

Causes of Bad Stress:

It happens when you feel stressors that burden you and put you in a seemingly hopeless situation which hinders your problem-solving capability. Chronic stress is the response to emotions that bring pressure to an individual wherein they think that they have little or no control on the situations. These stresses may cause anxiety.

The following are the examples of bad stress:

- death of family members
- losing a job
- failed to submit task on time
- hospitalization

- illness/sickness
- sleep problem
- abused / neglected
- bankruptcy/lack of finances
- separation of parents
- conflict with peers
- physical appearance
- being bullied
- sexual abuse
- traumatic experience
- dropping out of school
- lack of gadgets/ poor gadgets
- left behind from trend
- emotional problems
- unhappy home/broken family
- receive reprimand from authority

The causes of stress, either positive or negative, have impact to the teenagers. If you are overjoyed and you cannot contain the positive effects of stress, you may end up facing a negative response.

According to George Essel and Patrick Owusu (2017) in their research on “causes of students’ stress, its effects on their academic success, and stress management by students”, there are different factors that causes stress among students. In the case of Environmental factors, worries about the future was the main factor causing stress among students, whereas, class workload was the main element of stress about the Academic factors. In the category of Personal factors, financial problems caused most stress to students. The causes of stress can affect many aspects of life.

Environmental factors of stress occur when an event or stimulus requires us to change in some way that makes a change in living environment a stressful experience. Apart from moving from home to school, commuting going to school, bumping into new faces on campus, disorders from roommates, etc. is tensed experience.

Academic factors of stress are the responsibilities related to work in school. While in school students will certainly compound to a heavy academic load which is bound to result in stress. There are some factors that happen in the academic curriculum that causes so much stress to students. So many things take place in the day to day activities of the academic processes that make students stress up.

Physical factors of stress deal with the health issues which are the concern of everyone because bad health causes a lot of damage to the life of a person. In the life of a student, health problems cause a lot of stress and these stresses turn out to even make the conditions worst by adding insult to injury. Stress can lead to physical symptoms including headaches, upset stomach, elevated blood pressure, chest pain, and problems sleeping.

Emotional Factors of stress involves emotional problems (depression, anxiety, anger, grief, guilt, low self-esteem) Taking care of an elderly or sick family member. Traumatic event, such as a natural disaster, theft, rape, or violence against you or a loved one. It may lead into chronic disease if not properly handled.

Effects of Stress

Most young people go through situations that cause stress. Most of the time, these stressors pile up, affecting behavior once stress hits the individual. Whether good or bad stress, both may result into developing good or bad effects. Since this is a part of life, and everyone may experience it, there is a need for you to know the different effects of these stressors.

Too much stress can affect your mood, behavior, action, performance, and even your relationships. It is important to help yourself identify signs of stress, how it affects you, and what you can do about it. The following are some examples of positive stressors and negative stressors.

Some good effects of positive stress:

1. motivate individual to pursue his goal
2. create positive effect in every human endeavor
3. boost someone's morale
4. benefit good health / create good immune system
5. increases performance
6. become more responsible
7. handle things lightly
8. enhance memory
9. drive to surpass previous achievement
10. improve decisions
11. help someone to grow more with pleasant attitude
12. has a positive views for the future

Some of the bad effects of negative stress:

1. Depression
2. Aggressive behavior
3. Suicidal tendency
4. Involvement in fighting
5. Involvement in gambling
6. Taking alcohol and drugs
7. Early marriage
8. Peer pressure
9. Develop fatigue
10. Irritability
11. Withdrawing from people
12. Changes in sleeping and eating habit

What are some signs that a teen or adolescent is suffering from stress?

- Increased complaints of headache, stomachache, muscle pain
- Crying most of the time.
- Withdrawing from people and activities.
- Increased anger or irritability
- Feelings of hopeless.
- Chronic anxiety and nervousness.
- Changes in sleeping and eating habits
- Lack concentration
- Experimentation with drugs or alcohol.
- Hangouts with friends

Stress can be overcome through:

- Looking for someone to talk with like friends, family and relatives and share your problems with them.
- Think positive that you can handle your stress.
- Take time to relax by exercising and having work out.
- Do things that are important one at a time.
- Get proper sleep.
- Train your mind by thinking that all things will get well.
- Face your fears
- Work on your worst scenario and expect that something good will happen.
- Focus on what you can control and let go things that are uncontrollable
- Lower down your standard as long as it will not ruin your plans/ambitions.
- Have a break and engage in enjoyable activities.
- Accept yourself as you are because you are peculiar.
- Identify your unique strengths and focus much on them.
- Remember that you are made for a reason and you are part of the intricate plan of your creator.

Maturing into adolescence develop responsibility to handle. Mature people develop habit of extracting lessons from everyday experiences. Having lists of life lessons will help someone realize their worth. Here are some few questions to jog your memory and get started to do your list.

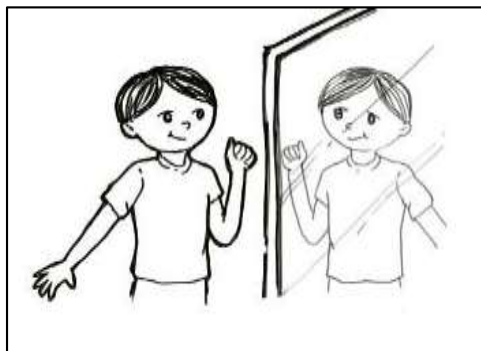
1. What Lesson I get from my failures?
2. What taught me from lack of money?
3. What I learned from pain, sorrow, and depression?
4. What taught me through illness?
5. What I learned from waiting?
6. What I get from disappointment?
7. What I learn from my family, friends, peers that help me grow?

What's More

Activity 1: My Mirror

1. Identify at least 3 stressors you are currently experiencing. List them down in the human image inside the mirror. Put an X mark opposite the stressor you want to overcome.

MY MIRROR



Activity 2:

1. Think of a situation where you felt stressed (good or bad) from the past week/month. Identify them and place them under the different sources labeled below.

Environmental Factor



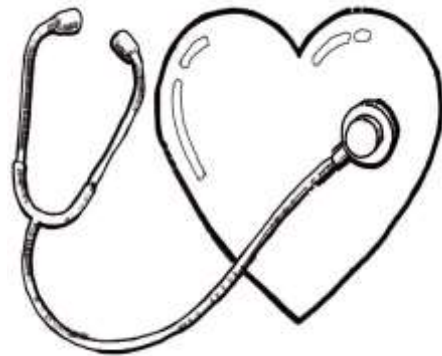
Academic Factor



Physical Factor



Emotional Factor



Activity 3: My Stress Planner

From the listed stressors above. Plan how to work on them. Inside the box write how can you avoid these stressors.

Example:

My stressor: I will have an examination on the coming week.

My Plan: I must review ahead of time.

My Action: I will avoid playing computer games.

What I Have Learned

Give your reflection on this topic by accomplishing the “My Reflection” activity.

MY REFLECTION

Based on the topic, I have learned that the sources of stresses are:

I can overcome various stresses that may come my way by:

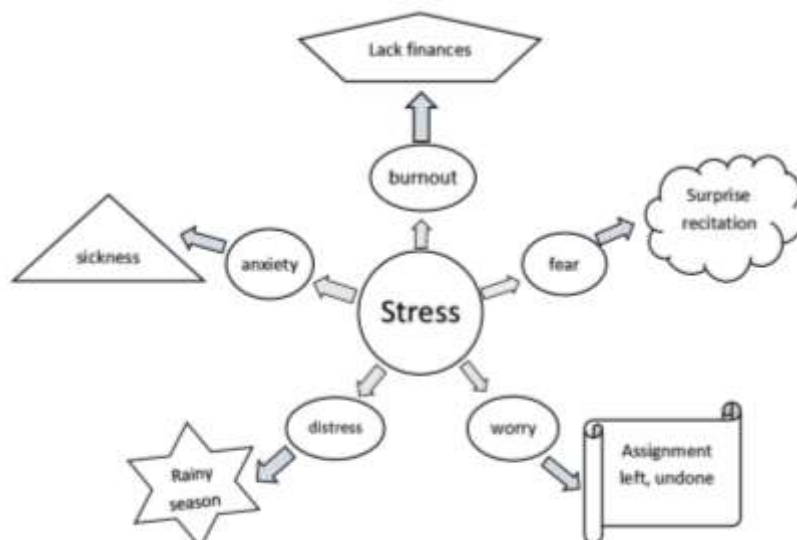
I will apply what I have learned through:

What I Can Do

Activity: Mind Mapping

Think of other causes and effects of stress that might be encountered by a teenager like you. Make a mind mapping.

Example:



Assessment

A. Write true or false on the space provided before the number.

- _____ 1. Are stress and anxiety different from each other?
- _____ 2. Can being easily annoyed and usually irritable an emotional warning sign of too less stress?
- _____ 3. Can managing your time help you cope up with stress?
- _____ 4. Is Adaptive stress helps you rise to life's challenges?
- _____ 5. Stress CAN NOT be avoided?
- _____ 6. Mary said that she can't do anything about her stresses. She added that she has to bear it. Does Mary think right?
- _____ 7. Edna got irritated with her sister. Oftentimes she shouts at her, but after shouting, you may see her crying, and refrains from talking to her family. Does she experience stress?
- _____ 8. Is stress a physical and mental response of the body to inputs that disturb the balance in our well-being?
- _____ 9. Is stress a simple reaction to an input that disturbs physical and mental balance?
- _____ 10. Is positive stress bad?

B. Choose the Letter of the correct answer.

- 11. Which is **NOT** an example of good stress?
 - A. motivate individual to pursue his goal
 - B. create positive effect in every human endeavor
 - C. boost someone's morale
 - D. decrease good immune system
- 12. Which is **NOT** an example of bad stress?
 - A. losing a job
 - B. failed to submit task on time
 - C. hospitalization
 - D. injury
- 13. Which one defines "distress"?
 - A. improves performance
 - B. focuses energy
 - C. feels exciting
 - D. feels unpleasant.

14. Which is **NOT** true about stress?

- A. If you ignore stress, it will go away.
- B. Women appear more distressed than men.
- C. Stress is a hormonal response from the body.
- D. Stress can overburden your mind with incessant worries.

15. Grace is very workaholic. She works more than 10 hours a day. She said that nothing bad can happen to her from too much stress. What right advice can you tell her?

- A. You take your rest every other day.
- B. It is okay to work 10 hours a day to earn more money.
- C. Too much stress can lead to physical and mental health.
- D. Being workaholic is a good habit but working beyond time is not good to your health.

Additional Activities

Activity 1

1. Interview your family members, friends, and relatives who experienced a threatening or challenging event.
2. Compare and contrast the reactions of those who experienced the event as threatening with those who viewed the event as challenging.
3. Why do you think there were differences in how these individuals judged the same event?

Personal Development

Coping with Stress in Middle and Late Adolescence

Personal Development
Coping with Stress in Middle and Late Adolescence
First Edition, 2020

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Lesson 10 Coping with Stress

In this module we will discuss what is coping with stress and discover ways on dealing with the different sources and effects of stress during middle and late adolescence.

What I Need to Know

This module was designed and written to help you to manage your stress in life, and to maintain mental health. In this module, you will realize that stress is real, unavoidable, and has different impacts on every individual depending on the level of tolerance a person has toward stress. Stress should not be taken for granted because it will bring negative effects on the mind, emotion, and body, if not given attention and solution. The focus of this module is to help the middle and late adolescent to cope with prevailing stress and learn how to minimize its effects. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module focuses on ideas and activities on how to cope with stress and to maintain mental health.

After going through this module, you are expected to:

1. Identify the meaning of coping stress/stress management.
2. List ways on how to face the different cause and effects of stress.

Share ideas in dealing with stress and maintaining mental health with siblings, friends and family.

What's In

Now let us have a review of the previous lesson: Identify if the words below are causes of stress or effects of stress. Write **STOP** for causes of stress and draw a **SAD FACE** for effects of Stress.

| | |
|------------------|---------------------------|
| 1. Taking a test | 6. Overeating |
| 2. Headaches | 7. Vomiting |
| 3. Covid 19 | 8. No Internet connection |
| 4. Lack of money | 9. Noisy environment |
| 5. Anger | 10. Tired |

What's New

Activity: Read the poem and answer the questions below.

Coping with Stress

Stress! Stress! Stress!
Stress coming from anyone and anywhere
Stress in home and stress in school
Stress in the streets and stress in the markets
Stress from the virus and other issues

Headaches, sweats, and fears are exposed
Eating and sleeping pattern are destroyed
Tired, irritated, agitated and broken
Are some of the signs of stressed being

I won't be hindered to reach my goal
By those stressors big or small
By the help of God who loves us all
He will answer us when we call

I will look to the situation in a positive way
Finding solutions to stay healthy
Do simple exercises and sometimes play
To help me become relax and be okay

By: Rebecca T. Arevalo & Riza L. De Leon

Questions:

1. What is the poem all about?
2. What did the author say about stress?
3. How did the author cope with stress?

What is It

Coping Defined

Coping refers to mental and behavioral efforts that we use to deal with problems relating to stress, including its presumed cause and the unpleasant feelings and emotions it produces.

In coping with stress, we are using all aspects of our self to deal with both the causes of stress and their impacts on our emotions that can make us feel uneasy or uncomfortable.

Stress will not disappear when we do nothing about it. Instead, it will worsen situations that can cause more problems to our physical and mental health, which is more difficult to handle.

So, let's do something to face the struggles in dealing with stress by finding a better solution.

How do people cope with stress?

Since stress is real and cannot be avoided, we need to deal with it. When we are stressed out, we typically wanted to feel good and well. This may include knowing the causes of stress, understanding its effects on us, and finding ways to deal with it.

❖ Approaches in Coping with Stress

I. Avoidance Approach

In this approach, people tend to run away from the stress by denying the presence of stress and by distancing from the causes of stress or stressor. People will tend to avoid the place, people, situation, feeling, etc., that would remind them of the stressful moment in their lives. Avoidance is usually a negative response, although you must do it sometimes if it deemed necessary.

Example: You want to avoid the person who has hurt you badly because it will remind you again of the past pain, he/she has caused you.

Some people practice avoidance by directing their action or resorting to bad/negative habits like smoking, drinking alcoholic beverages, or even taking illegal drugs, which they think is helpful, but is worsening the situation and causing more stress.

II. Acceptance-Action Approach

In this approach, you acknowledge and accept the fact that stress is real, and that stress has good and bad effects to a person. Acknowledging and accepting the reality of stress and its effects would lead you to take action to feel better or to resolve stress and have a healthy life. Dealing with stress leads to finding better solutions.

Example: You know that you have an upcoming test. So, for you to pass or get a high grade from the test, you have to exert some efforts like studying/reviewing.

Acceptance –action will help to lessen the stress in your life by doing something before or even during the stressful times, which can help you do better and live well.

In this approach, adolescents are encouraged to think of helpful and effective ways to cope with the stress.

Ways on how to Cope with Stress to Maintain a Healthy Well-Being:

1. Physically:

- A. **Simple exercise-** like stretching, proper breathing exercise, walking, jogging, Zumba.
- B. **Eat Nutritious Food and Healthy foods:** Vegetables, fruits, eggs, and less fatty foods, salty, and sweet food, etc.
- C. **Drink a Lot of water** (8-10) glasses of water a day- drinking water helps eliminate the toxins in our body and help our bodies to relax and keep us hydrated.
- D. **Take a Bath Daily.** Taking a bath will help you feel clean and relaxed

- E. **Proper Hygiene**- washing hands, brushing teeth, etc.
- F. Take a **Nap** whenever you get tired of doing any work or activities
- G. **Sleep at least 8 hours**- good sleep will help you regain your strength.
- H. **Find, Look or Imagine** a relaxing place or even a picture
- I. **Do sports like** badminton, volleyball, basketball, etc.

2. Emotionally/Socially:

- A. **Listen to Music** (inspiring music that would help you feel better)
- B. **Do your favorite hobbies** like dancing, playing musical instruments, drawing, singing, painting, reading, blogging, etc.
- C. **Watch funny videos** /movies that will make you laugh
- D. **Play** relaxing games
- E. **Make a journal/blog**
- F. **Release your emotions** –share them to friends, siblings, parents, teachers, and counselors
- G. **Have a positive talk to yourself** like: “never give up”, “kaya ko to”, words of encouragement and self-affirmations.
- H. **Learn to forgive**- to let go about your ill-feeling towards others who have offended you or even to yourself
- I. **Accept mistakes and learn from it** knowing that nobody is perfect
- J. **Support group**- people who can be there for you specially in times of crisis
- K. **Talk to professionals like doctors or counselors** if needed

3. Mentally and Spiritually:

- A. **Read books/Novels/Comics**, Inspirational books, Bible etc.
- B. **Think Positive**- look at the brighter side in every situation. (What lesson can I learn? How can I improve myself from this situation?)
- C. **Manage your Time-Plan ahead of your** activities and make schedules like classes, tests, household chores, breaking a bigger task into simple ones, one activity at a time, etc.
- D. **Pray to God**- telling/pouring out your emotions/problems to God.
- E. **Be thankful** instead of grumbling
- F. **Learn to say No** if needed
- G. **Know your Value** as a being created in the image of God and loved by God

4. Things to be avoided when you are stressed:

- A. *Tobacco/cigarette*
- B. *Alcoholic beverage*
- C. *Illegal drugs*
- D. *Too much coffee and soft drinks*
- E. *Negative thoughts*

Since stress has individual effects on each of us, which depends on our level of tolerance, it also requires personal techniques in overcoming and coping with it.

Why is Coping with Stress Important?

Coping with stress is very significant in middle and late adolescence since at this stage, there is hormonal surge. Stress creates hormonal imbalances as adolescents face different issues/expectations, challenges, and responsibilities, while handling its effects on their physical, emotional, and mental well-being.

Coping/managing stress is important because it will help you to keep moving amid the daily challenges you are facing. It will help you live a healthy mind and healthy being. Too much stress can cause damage to your well-being if you will not properly deal with it immediately. We are like an elastic rubber band but when stretched out too much because of stress, we may lose the elasticity and eventually snap and break.

Have faith, Stay Calm, and Live Healthy by coping stress!

Will you accept the challenge of coping with stress?

How to minimize Stressful situations?

1. Manage your time wisely
2. Work with others
3. Be Positive
4. Trust God

What's More

Understanding Coping Approaches

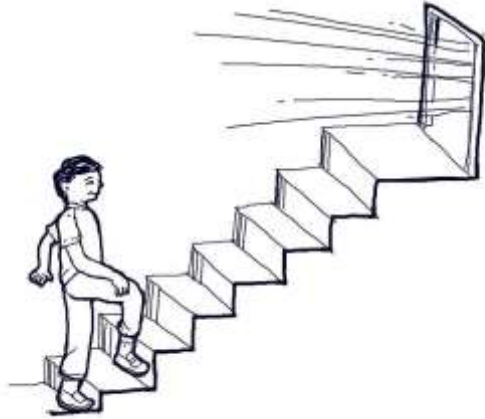
Learning Skills: Identifying Approaches and the ways of coping with stress.

Complete the table below with the appropriate response.

| Causes of Stress | Effects of Stress | Coping-Approaches | Coping ways |
|-------------------------|--------------------------|--------------------------|---|
| Ex. Lack of Finances | Worried | Acceptance-Action | Pray and ask help from others on how to have additional income. |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

Learning the Skill: Concepts on Coping up with stress

1. List factors that made you stressed out and demonstrate personal ways of coping with it to achieve a healthy lifestyle.
2. Illustrate it through writing your steps on *stairways to coping stress*



What I Have Learned

Fill in the blanks with appropriate answers:

1. I have learned that

2. I realized that

What I Can Do

Choose only 1 activity for you to answer.

Activity 1

Make 5 “*Hugot lines*” about dealing with stress and coping mental health. Then share your “hugot” lines to your friends/siblings that will serve as encouragement for them when they also face stressful moments.

Example:

“Dealing with stress is like taking energy drinks; it keeps you going”

Activity 2

Interview your friends (*through messenger, text messages, or call*) or members of your family on how they were able to cope with stress. Then write your realization/reflection in your journal.

Assessment

- I.** Write **True** if the statement is true, write **False** if the statement is false.
1. Every person has the same way of coping with stress.
 2. Stress should not be taken for granted instead you have to deal with it properly.
 3. Coping with stress needs effort to help you deal with its cause, and effect.
 4. Avoidance approach in coping with stress is facing stressful situations without fears.
 5. Coping with stress is important to maintain mental health and healthy living.
 6. In the Acceptance-action approach, you tend to move away from stressful scenarios.
- II.** Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.
7. Which of the following characteristics refers to avoidance approach?
 - a. Excited to solve the problem
 - b. Dealing with the cause of the problem
 - c. Denying the presence of the problem
 - d. Planning to solve the problem
 8. Which of the following is more helpful in coping with stress?
 - a. Relaxing exercise
 - b. Drinking more coffee
 - c. Taking illegal drugs
 - d. Skipping meal
 9. How to minimize the effects of stress?
 - a. Manage your time well
 - b. Stay positive
 - c. Wise decision-making
 - d. All of the above
 10. Which of the situations below does **NOT** demonstrate the proper way in coping with stress?
 - a. Leo does bike exercise at least 30 minutes everyday
 - b. Joel takes a nap whenever he feels tired.

- c. Bing drinks alcohol when she has a problem
- d. Liza listens to music whenever she is struggling

11. Who among them manages stress well?

- a. Ana plays violin when she is facing problems/struggles
- b. Kay yells at everyone around her when she is upset
- c. Mark smokes when he is troubled
- d. Jack fights with his siblings when he is annoyed

12. Which of the following are the steps in coping with stress using an acceptance-action approach?

- a. Knowing the cause of the stress
- b. Understanding the effects of the stress
- c. Finding ways which are effective in coping with stress.
- d. All of the above

13. How to cope with stress in your daily life?

- a. By making a simple and attainable schedule
- b. By exercising “*mañana*” habit
- c. By keeping records of the mistakes of others
- d. By just thinking about yourselves

14. Why do we need to have stress management skills?

- a. To become a better person
- b. To be a good example to others
- c. To have a healthy living
- d. All of the above

15. There is a family with three (3) adolescents in the house, but these siblings are always fighting about who will do the daily household chores, so the parents are angry and stressed out with their situation. What would be the best way to overcome their stressful life?

- a. Separate them in different houses
- b. Delegate the specific task for each of them with responsibility and sanctions if they fail to do their task.
- c. The parents will always yell at them
- d. The parents will do the household chores

Additional Activities

How are you going to cope with the stress that you are facing?

Search **5 words** related to **coping with stress** then write a brief description for each word.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| A | X | W | A | R | O | Z | N | P | E |
| U | V | J | F | N | V | U | I | C | X |
| B | C | O | P | I | N | G | N | S | E |
| H | A | C | I | T | E | A | G | O | R |
| O | S | M | K | D | T | B | U | X | C |
| W | D | E | H | P | A | E | L | F | I |
| E | I | L | E | U | S | N | D | M | S |
| L | G | C | A | F | I | J | C | Y | E |
| S | C | U | X | E | Z | K | O | E | W |
| A | Y | H | T | L | A | E | H | D | B |
| M | O | B | U | Y | D | X | A | T | M |

1. _____ - _____
2. _____ - _____
3. _____ - _____
4. _____ - _____
5. _____ - _____

Personal Development

Brain: Parts, Processes and Functions

Personal Development
Brain: Parts, Processes, and Functions
First Edition, 2020

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Lesson 11 Brain: Parts, Processes and Functions

This lesson focuses on the different parts of the brain, processes, and functions that may help you in improving your thoughts, behavior, and feelings.

What I Need to Know

This lesson is designed and written to help you understand the brain, its parts, processes, and functions. The scope of this lesson be used in different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The lesson focuses on the powers of the mind.

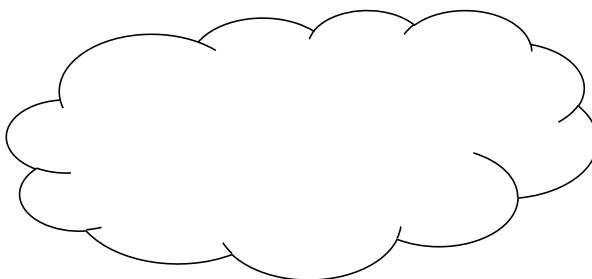
After going through this lesson, you are expected to:

Discuss that understanding the different parts of the brain, processes, and functions may help in improving thoughts, behavior, and feelings.

What's In

As you fully demonstrate your personal ways to stay stress-free, this module may help you improve the way how you think, feel, and behave.

Directions: Write words related to distress and de-stress inside the cloud. Reflect on how it affects your daily life.



What's New

Directions: Read and differentiate the following concepts. Based on the given sets of words below, encircle the appropriate word that suits your personal preferences in dealing with your daily life situations.

| Which likely describes you more? | |
|----------------------------------|----------------|
| Critical | Creative |
| Logical | Random |
| Objective | Subjective |
| Specific | General |
| Sequentially | Simultaneously |
| Analytical | Intuitive |
| Verbal | Visual |

Are you more likely creative, critical, or both? In this 21st century, it is most likely favorable for everyone, including you, to share those characteristics and functions of the brain.

Brain, Brain, Brain! What have you realized with your answers? How well do you understand after checking the result of your self-assessment? Which column describes you more? Did you get more from the right column or the left column? This simple activity will lead you in understanding the brain parts, its processes, and functions.

What is It

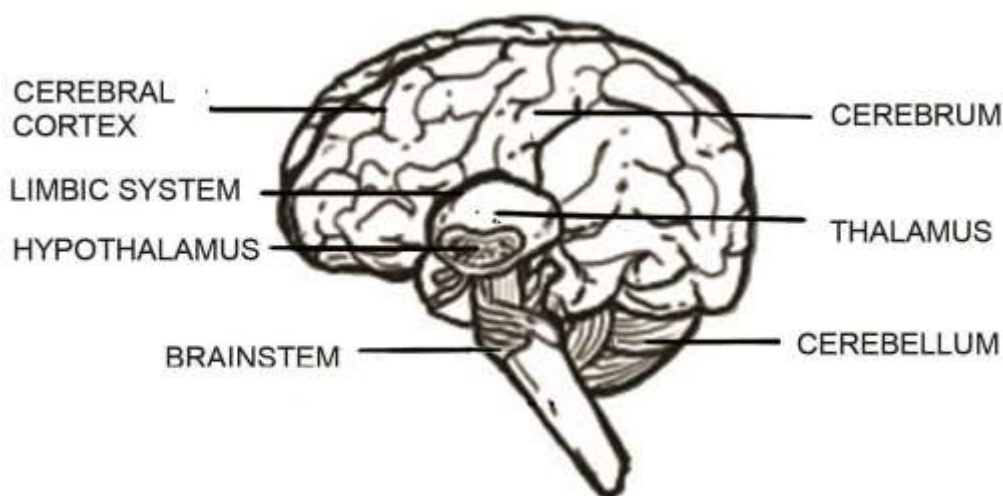
Before going through the rest of the module, take time to relax. Close your eyes and take a deep breath. Inhale through your nose and exhale through your mouth. Inhale. Exhale. Do this exercise in eight intervals, then slowly breathe normally.

Breathing is one of the survival functions of the brain. Proper breathing helps your brain to regulate your thoughts, feelings, and behavior for you to become thoughtful, tactful, sensitive, compassionate, and respectful.

Understanding the Brain Parts, its Processes, and its Functions

Touch your head. Yes, it is hard, and it is commonly called as the skull that protects the brain. Brain is one of the most complex organs in the human body, which is part of the central nervous system, including the spinal cord. Brain has three main regions – the forebrain, midbrain, and hindbrain.

The Forebrain is located in the uppermost region of the brain. It includes the cerebrum, thalamus, hypothalamus, and the limbic system. Cerebrum is the largest part of the brain covered by the cerebral cortex. Cerebrum regulates senses, memory, emotions, intellectual activities, and body movement, while the Cerebral Cortex is responsible for processing information that is divided into two hemispheres: the right cerebral hemisphere controls the left side of the body while the left cerebral hemisphere controls the right side of the body.



Each cerebral hemisphere contains four lobes that share complex relationships together to function. These are the Frontal Lobe, Parietal Lobe, Temporal Lobe, and Occipital Lobe. Frontal Lobe is situated at the front part of the brain which controls memory, emotion, stress response, speech, decision making, and planning. Parietal lobe is situated near the back of the frontal lobe which regulates sensory perception. Temporal Lobe is located at the side of the head which regulates memory, hearing, and comprehension. Occipital Lobe is situated at the back of the head which regulates sight.

Thalamus is connected to the cerebral cortex that sends, receives, and organizes information. Hypothalamus is located below the thalamus and above the brainstem which links the nervous system with the endocrine system that regulates digestive process and is also responsible for growth and development. Limbic System composes parts of cerebral cortex and hypothalamus which regulates various types of emotions that affect blood temperature and blood pressure facilitated by the hypothalamus.

The Midbrain is located between the forebrain and hindbrain. It is responsible for motor movements particularly the visual and auditory processing.

The Hindbrain is situated at the back of the head which includes Cerebellum that receives information from the sensory system and the spinal cord to regulate balance, postures, and coordinate movement.

The midbrain and hindbrain form the brainstem. Brainstem is located at the lower part of the brain which leads to spinal cord. The brainstem connects the cerebrum and cerebellum to the spinal cord. It composes nerve fibers that carry signals to and from all parts of the body. Basically, its functions are for safety and survival as it regulates breathing, consciousness, heart rate, body temperature, blood pressure, digestion, and wake and sleep cycles.

This is a partial view of how brain works for you. Again, cerebrum and cortex have something to do with your ability to think. The limbic system has something to do with your feelings, while the brainstem has something to do with your behaving safely to survive. These are all important for personal development.

What do you think? Can you look around? What do you see, smell, feel, and hear? Is it nice or not? Try to look at your face, is there any dirt that needs to be cleaned? How did you feel after you see it? What will you do about it? Then, after you take care of it, tell yourself how it changed your mood. Aha!

Brain makes you think, feel, and behave. Its complex interrelationship enables you to think critically, creatively, and carefully in various situations. Those experiences you gain develop certain reactions towards yourself and with others which determine who you are as a person having the right and acceptable thought process, feeling, and perception.


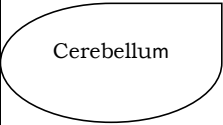
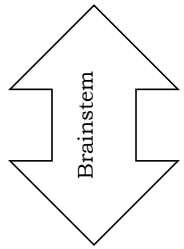
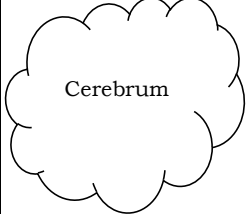
What's More

Directions: Complete the paragraph on the right column using the correct words on the left column.

| | |
|-----------------|---|
| Cerebrum | <p>Brain is one of the most complex organs in the human body which is part of the central nervous system. The (1) is the largest part of the brain which regulates senses, memory, emotions, intellectual activities, and body movement. The (2) is responsible for processing information that is divided into two hemispheres. The (3) composes parts of cerebral cortex and hypothalamus which regulates various types of emotions. The (4) regulates balance, postures, and coordinates movement. The (5) connects the cerebrum and cerebellum to the spinal cord that carry signals to and from all parts of the body.</p> |
| Limbic Sytem | |
| Cerebral Cortex | |
| Cerebellum | |
| Brainstem | |

What I Have Learned

Directions: Connect the shapes in the right column to illustrate the parts of the brain. Use the left column for your illustration.

| | |
|--|--|
| |  Limbic system |
| |  Cerebellum |
| |  Brainstem |
| |  Cerebrum |

What I Can Do

Directions: Visualize yourself in these distressing situations. How are you going to think, feel, and behave at your worst and at your best?

For example, you are watching your favorite teleserye in your favorite channel. Suddenly, there was an interruption. There is no audio and video, resulting to a dead air – meaning no signal. Your initial reaction may be to scream. Then as you become anxious, you are now thinking that you live in a rough location and feel sad, angry, and ashamed. Then you intentionally slam the door. However, if you choose to pause for a while and exercise proper breathing, you may realize that you will be able to watch the replay the following day. As you calm yourself and accept the situation, you can decide to do household chores or homework, which are the best choices you may ever make that night which will give you fulfillment.

| Distressing Situations | | |
|--|------------------|-----------------|
| Deadline | Dead spot | Dead-end |
| What will be your initial reaction? | | |
| | | |
| How does it affect your thoughts, feelings, and behavior? | | |
| | | |
| If you are going to think first before you act, how are you going to react? | | |
| | | |
| How does it improve your thoughts, feelings, and behavior? | | |
| | | |

Assessment

Multiple Choices. Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Which of the following is the largest part of the brain that regulates senses, memory, emotions, intellectual activities, and body movement?

- A. Cerebellum
- B. Hindbrain
- C. Cerebrum
- D. Midbrain

2. Which of the following covers the cerebrum and regulates the processing of information?

- A. Cerebral Cortex
- B. Cerebellum
- C. Cerebrum
- D. Brainstem

3. Which of the following is within the forebrain that regulates various types of emotions?

- A. Cerebral Cortex
- B. Hypothalamus
- C. Limbic System
- D. Thalamus

4. Which of the following is located in the hindbrain that regulates balance, postures, and coordinates movement?

- A. Limbic System
- B. Cerebellum
- C. Cerebrum
- D. Brainstem

5. Which of the following connects the cerebrum and cerebellum to the spinal cord that carry signals to and from all parts of the body?

- A. Hypothalamus
- B. Limbic System
- C. Thalamus
- D. Brainstem

6. Which of the following is connected to the cerebral cortex that sends, receives, and organizes information?

- A. Hypothalamus
- B. Cerebellum
- C. Cerebrum
- D. Thalamus

7. Which of the following is located below the thalamus and above the brainstem that regulates digestive process and is also responsible for growth and development?

- A. Hypothalamus
- B. Limbic System
- C. Cerebellum
- D. Thalamus

8. Which of the following cerebral lobe controls memory, emotion, stress response, speech, decision-making, and planning?

- A. Temporal Lobe
- B. Occipital Lobe
- C. Frontal Lobe
- D. Parietal Lobe

9. Which of the following cerebral lobe regulates sensory perception?
- A. Temporal Lobe
 - B. Occipital Lobe
 - C. Frontal Lobe
 - D. Parietal Lobe
10. Which of the following cerebral lobe regulates memory, hearing, and comprehension?
- A. Temporal Lobe
 - B. Occipital Lobe
 - C. Frontal Lobe
 - D. Parietal Lobe
11. Which of the following cerebral lobe is situated at the back of the head that regulates sight?
- A. Temporal Lobe
 - B. Occipital Lobe
 - C. Frontal Lobe
 - D. Parietal Lobe
12. Which of the following includes the cerebrum, thalamus, hypothalamus, and the limbic system?
- A. Brainstem
 - B. Hindbrain
 - C. Forebrain
 - D. Midbrain
13. Which of the following is responsible for motor movements particularly the visual and auditory processing?
- A. Brainstem
 - B. Hindbrain
 - C. Forebrain
 - D. Midbrain
14. Which cerebral hemisphere controls the left side of the body?
- A. Right hemisphere
 - B. Left hemisphere
 - C. Cerebellum
 - D. Brainstem

15. Which cerebral hemisphere controls the right side of the body?

- A. Right hemisphere
- B. Left hemisphere
- C. Cerebellum
- D. Brainstem

Additional Activities

Directions: Read the following statements. Put a check mark on the appropriate column that reflects your own experiences and practices. This self-assessment will help you in your self-improvement.

| My characteristics | Like Me | Will be Like Me |
|--|----------------|----------------------------|
| I am creative and critical with my ideas and reasons | | |
| I am analytical and intuitive in generating solutions | | |
| I am effective in verbal and visual communication | | |
| I am objective and subjective in interpreting observations and opinions | | |
| I am broad and deep in planning and performing tasks | | |
| Given the following experiences, think of 3 ways to improve your thoughts, feelings, and behavior. | | |

Personal Development

Ways to Improve Brain Functions

Personal Development
Ways to Improve Brain Functions
First Edition, 2020

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Lesson 12 Ways to Improve Brain Functions

Understanding the different parts of the brain, processes, and functions may help you in improving your thoughts, behavior, and feelings. This time you may be able to explore ways on how to improve your brain functions for personal development.

As you demonstrate your personal ways to fully develop your brain functions, this module will support your own personal development. This time, we will focus on enhancing and balancing your mental abilities.

What I Need to Know



This lesson is designed and written to help you understand the powers of the mind. The scope of this lesson permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The lesson focuses on the powers of the mind.

After going through this lesson, you are expected to:

Explore ways on how to improve brain functions for personal development

What's In

Now let us have a review of the previous lesson. Draw a  *STAR* if the words are parts of the brain. Draw a  *HAPPY FACE* if the words are functions of the brain. Put your answer in the space provided.

| | | | |
|---------------------------|--|-------------------------|--|
| 1. Processing information | | 6. Regulates emotion | |
| 2. Hindbrain | | 7. Motor movement | |
| 3. Cerebrum | | 8. Organize information | |
| 4. Thalamus | | 9. Frontal Lobe | |
| 5. Brain stem | | 10. Cerebral cortex | |

What's New

Directions: DO NOT shade the word with the name of the color it spells out, instead, use a different color. After you finished coloring all the words, try to tell the color that you used to shade the word. Practice doing so on your own for one minute before you invite someone to tell the color shaded on each word.

| | | |
|--------|--------|--------|
| BLUE | ORANGE | YELLOW |
| BLACK | PINK | GREEN |
| WHITE | RED | YELLOW |
| BLACK | YELLOW | GREEN |
| VIOLET | BLUE | ORANGE |
| GREEN | WHITE | RED |

After doing the activity what have you realized?

What do you think are the ways to improve your brain functions?

What is the best way for you to improve your brain functions?

What is It

Oftentimes, you tend to forget what to say or totally forget an important date. For a student like you, forgetting about a task assigned to you can lead to cramming, or worse, a failing grade. Our brain is responsible for remembering and recalling the past, but it is our responsibility to keep our brain healthy and functioning well.

Ways to Improve your Brain Function for Personal Development

The brain is responsible for our way of thinking, feeling, and behaving. Still, it is important to observe and exercise ways to improve your brain functions as a maturing adolescent. Here are some useful tips to improve your brain power that will help you activate your brain functions for personal development:

1. **Exercise**- benefits your brain health and cognition, improves your memory and even protects your brain from degeneration. Aerobic exercise is particularly good for the brain. Activities that keep your blood pumping is good for your heart and great for your brain.
2. **Meditate**- taking 10-15 minutes of meditation a day could help to extend your cognitive longevity.

3. **Sleep** – enough sleep is required to consolidate memory learning. If you do not get enough sleep, you will have a less healthy brain.
4. **Food Intake**- Just as the body needs fuel, so does the brain. Eat a brain-boosting diet such as food rich in omega-3, antioxidants, amino acids, and vitamin E. Eat more vegetables, limit calorie and saturated fat intake. Drink green tea and wine, or grape juice in moderation.
5. **Sunlight**- sunlight and exercise can sometimes go hand in hand. Getting too little sunlight is not good for your brain. Higher levels of vitamin D in your system allow you to perform better and can even slow down the aging of your brain.
6. **Good Relationship**- make time for friends. Building a strong support system around you will enable you to stay healthy mentally and psychologically over the long term. This is called the ultimate brain booster.
7. **Do not smoke**- smoking can cause brain disorder called dementia. Those people who smoked more than two packs of cigarettes a day had twice the rate of dementia when they were older.
8. **Be creative** - when something is broken, find creative repair solutions using common objects.
9. **Classical music**- listening to calm music can improve to brain functions.
10. **Drink coffee**- drinking coffee in moderation increases your brain performance and speed and will even boost your intelligence, including your reaction time and reasoning.

After learning some tips that could help you empower your brain, it is also important to know tips on how to improve your mental focus to achieve your goal. Here are some useful tips that you may consider:

How to Improve your mental focus?

1. **Assessment** - begin by assessing just how strong your mental focus is at the present moment before you start working.
2. **Eliminate distractions**- request to be left alone and set aside a specific time and place, seek out a calm or quiet place where you can work undisturbed. The library, a private room in your house, or even a quiet coffee shop might all be good spots to try.
3. **Limit focus**- Part of improving your mental focus is all about making the most of the resources you have available. Stop multitasking and instead give your full attention to one thing at a time.
4. **Live in the moment**- It is hard to stay mentally focused when you are ruminating about the past, worrying about the future, or tuned out of the present moment for some other reason. It may take some time but work on learning to truly live in the moment. You cannot change the past and the future has not happened yet, but what you do today can help you avoid repeating past mistakes and pave a path for a more successful future.
5. **Practice mindfulness**- Practicing mindfulness can involve learning how to meditate, but it can also be as simple as trying a quick and easy deep breathing exercise.

6. **Take a short break-** Shift your attention to something unrelated to the task at hand, even if it is only for a few moments. These short moments might mean that you are able to keep your mental focus sharp and your performance high when you really need it.
7. **Build your mental focus-** it is not something that will happen overnight. it requires plenty of time and practice to strengthen concentration skills. By building your mental focus, you will find that you are able to accomplish more and concentrate on the things in life that truly bring you success, joy, and satisfaction.
8. **Brainstorm-** A mind map is an easy way to brainstorm thoughts organically without worrying about order and structure. It allows you to visually represent the structure your ideas to help with analysis and recall.

What's More

You are going to use both your right and left hands.

Directions: Draw an infinity eight ∞ vertically using your right hand in the second column and your left hand in the first column. Practice writing in 1 minute for each hand.

After doing the activity what have you realized?

Is the activity helpful in improving your brain functions for personal development?

What I Have Learned

Now, after knowing the tips on how to improve your brain functions and mental focus, try to answer the following exercises.

A. Directions: Write *IBF* (Improve Brain Function) if the statement is for enhancement of brain function or *IMF* (Improved Mental Focus) if the statement is for improving mental focus.

1. Maria finds time to exercise daily.
2. Pedro sees to it that he takes vitamins and eat fruits and vegetables.
3. The students play board games during recess.
4. Section B students do their task quietly.
5. Rose stops worrying about the pandemic.

B. Directions. Choose the correct word in the right column to complete the paragraph.

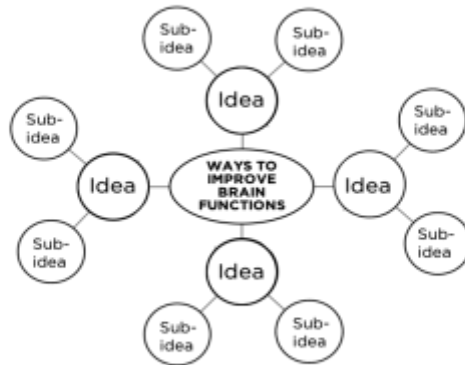
| | |
|--|---|
| <p>The brain functions can be improved by doing the following; exercising regularly, getting enough sleep, proper nutrition intake, getting ____1____ in your system allow you to perform better and can even slow down the ____2____ of your brain, meditation could extend ____3____ longevity, building a strong ____4____ system enable you to stay healthy mentally and psychologically, ____5____ can cause brain damage called dementia.</p> | <p>Practicing attention Sunlight Cognitive Support Smoking Distractions Mind map Aging Location Library Isolation</p> |
| <p>To improve your mental focus we should do the following; asses your mental focus before starting anything, eliminate ____6____ by seeking out a calm ____7____, limit your focus, live in the moment, practice mindfulness, take a short break by shifting your ____8____ to a different task, build your mental focus by ____9____, and doing ____10____ is an easy way to brainstorm thoughts spontaneously without worrying about order and structure.</p> | |

What I Can Do

Now let's find out if you can apply what have been discussed earlier.

Directions: Plan ways on how to improve your brain functions using mind mapping.

My Plan to Improve Brain Functions for my Personal Development



Assessment

Multiple Choice. Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. The following are tips on how to enhance your brain power EXCEPT one.
 - A. Exercise
 - B. Meditate
 - C. Enough sleep
 - D. Limit focus
2. When do you assess your mental focus if you are going to do a task?
 - A. During the accomplishment of the task
 - B. After accomplishing the task
 - C. Before doing the task
 - D. All of the above
3. What activity requires you to take 10-15 minutes a day that could extend your cognitive longevity?
 - A. Exercising
 - B. Meditating
 - C. Eating
 - D. Smoking
4. What useful tip improves your focus that allows you to visually structure your ideas?
 - A. Mind mapping
 - B. Practice mindfulness
 - C. Limit your focus
 - D. Live in the moment

5. You requested your siblings to leave you alone in your room to finish your assignment. What useful tip on improving focus did you apply?
 - A. Limit focus
 - B. Eliminate distractions
 - C. Practice mindfulness
 - D. Take a short break
6. When a person smokes more than two packs of cigarettes a day, what disease could he get in his later life?
 - A. Pneumonia
 - B. Dementia
 - C. Cancer
 - D. Amnesia
7. What useful tip for improving mental focus does not happen overnight and requires plenty of time and practice to strengthen concentration skills?
 - A. Building mental focus
 - B. Eliminating distractions
 - C. Taking short break
 - D. Brainstorming
8. What useful tip for improving your mental focus gives your full attention to one thing?
 - A. Building mental focus
 - B. Eliminating distractions
 - C. Taking short break
 - D. Limiting focus
9. You need to be happy because people around you believe in your capacity. What useful tip in improving your brain function did you apply?
 - A. Building strong connections
 - B. Practicing creativity
 - C. Listening to classical music
 - D. caffeine intake
10. According to research, what kind of music would help you improve your brain functions?
 - A. Pop music
 - B. Classical music
 - C. Opera music
 - D. Reggae music
11. The following are reasons why it is important to improve your brain function EXCEPT:
 - A. It can help you achieve your goal
 - B. It is necessary in life
 - C. It is for personal growth
 - D. It is a requirement
12. In doing multi-tasking you can finish all the tasks at the same time. What useful tip in improving your mental focus had been violated?
 - A. Limit your focus
 - B. Live in the moment
 - C. Eliminate distractions
 - D. Practice mindfulness

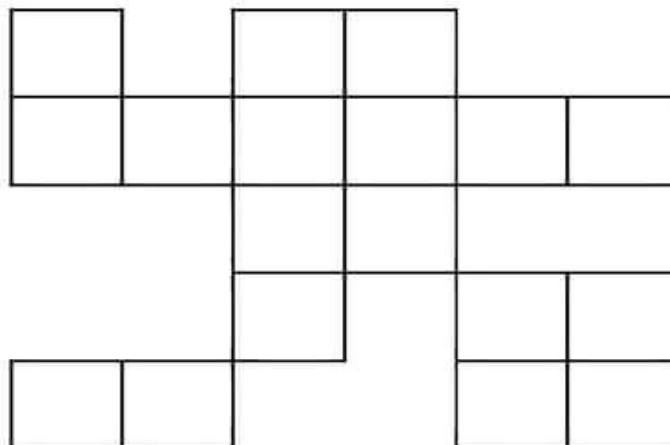
13. You exerted much effort and you found ways how to solve such problem. What tip on improving your brain function was observed?
 - A. Practice creative thinking
 - B. Listening to classical music
 - C. Build strong connections
 - D. Get some light
14. What useful tip in improving your mental focus involves learning how to meditate?
 - A. Build your mental focus
 - B. Take a short break
 - C. Practice mindfulness
 - D. Limit your focus
15. What useful tip in improving your mental focus helps you accept the present, forget the past, and embrace the future?
 - A. Live in the moment
 - B. Practice mindfulness
 - C. Take a short break
 - D. Limit your focus

Additional Activities

To strengthen what you have learned from this module try doing these activities. You can challenge your friends, siblings or anyone in your house.

Directions: Follow the instructions indicated in each item.

1. Come up with as many words as you can from the following letters. Use each letter only once in each word. *IRNAB*
2. Finding colors. Rearrange all the letters to find the four colors mixed up below.
Hint: There is only one primary color.
RAIGET, ENOLYL, OVGOEN, LEWRE
3. Counting squares. Count the number of squares in the figure on the left. *Hint: Be sure to count the squares within the squares.*



Personal Development

Develop a Personal Plan to Enhance Brain Functions

Personal Development
Develop a Personal Plan to Enhance Brain Functions
First Edition, 2020

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Lesson 13 Developing a Plan to Enhance Brain Functions

Understanding the powers of the mind can help you develop your brain functions in the middle and late adolescence stage of development. The learning adaptation of every learner varies, and so you are expected to come up with a personal developmental plan to best cope with your own pace of learning towards enhancing your brain functions.

Mind Mapping is an effective way of getting information when developing plans to enhance your brain functions. All Mind Maps have some things in common. They have a natural structure starting from the center of the map. The use of lines, symbols, words, color, and images are highly recommended. Mind mapping makes information into a colorful, memorable, and highly organized diagram that works in line with your brain's natural way of doing things.

What I Need to Know

This material was crafted to give you – learners, the right amount of assistance for you to absorb and acquire all the necessary concepts and nature comprising oneself. Lessons are bounded on the performance and content standard, learning competencies and level of the learners. This also used languages appropriate to the understanding of the varied types of students' learning acquisition. Sequence of the lessons adhered to the arrangement of the competencies as reflected on the DepEd's curriculum guide for this course.

Here, you will learn more things about the brain as the command center of the nervous system. The parts of the human brain have different functions of their own. In this lesson, you will explore activities that will enhance your brain power. You will also learn amazing facts that would improve your brain functions. You will as well be expected to develop a plan to do because once the brain is capacitated with positive thoughts and made your mind with positive conviction it is possible to create a brand new you. The more experience the human brain has, the smarter it gets. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

This lesson is entitled: **Develop a Personal Plan to Enhance Brain Functions.**

After going through this module, you are expected to:

1. Explain the different brain functions.
2. Appreciate the importance of mind mapping as a tool to enhance brain functions.
3. Develop a personal plan to enhance brain functions.

What's In

Let us begin this lesson by letting you assess your learning's about the previous topics on Powers of the Mind, specifically on the parts and functions of the human brain.

A. Choose the letter of the best answer. Encircle the letter of the correct answer

1. There are four main regions of the brain. Among them which region interprets information from the outside world, and embodies the essence of the mind and soul?

- | | |
|---------------|---------------|
| A. Brain | C. Cerebellum |
| B. Brain Stem | D. Cerebrum |

2. According to Roger Sperry, the left hemisphere of the brain was responsible for language understanding and articulation.

- | | |
|----------|---------------|
| A. False | C. Irrelevant |
| B. Maybe | D. True |

3. It is the largest part of the brain and is composed of right and left hemispheres.

- | | |
|---------------|---------------|
| A. Brain | C. Cerebellum |
| B. Brain Stem | D. Cerebrum |

4. It is a part of the brain that coordinates muscle movements, maintain posture, and balance.

- | | |
|---------------|---------------|
| A. Brain | C. Cerebellum |
| B. Brain Stem | D. Cerebrum |

5. Right-brained people have unique traits or characteristics. Which trait is NOT included to a right-brained people?

- | | |
|--------------|--------------|
| A. Emotional | C. Intuitive |
| B. Holistic | D. Logical |

6. Which trait is NOT included to a left-brained people?

- | | |
|----------------|---------------|
| A. Analytical | C. Linear |
| B. Imaginative | D. Subjective |

7. The human brain is larger in relation to body size than any other brains. What is the weight of the human brain?

- | |
|-------------------------------|
| A. 3.3 Pounds (1.5 Kilograms) |
| B. 3.3 Ounces (85 Grams) |
| C. 3.3 Tons (2.7 Metric Tons) |
| D. 3.3 Kilograms (6.6 Pounds) |

8. What is the biggest part of the brain?

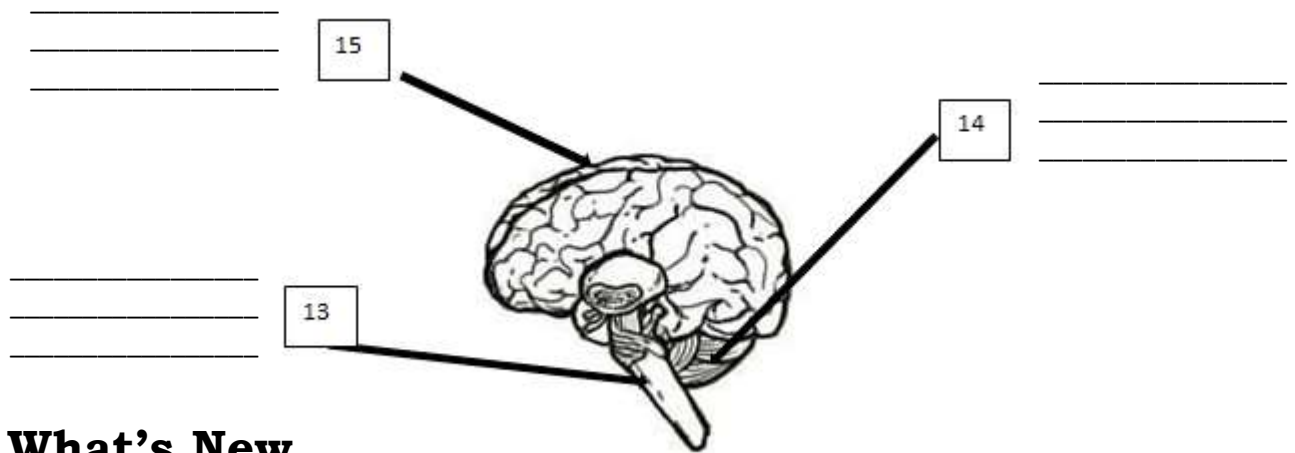
- | | |
|---------------|---------------|
| A. Brain | C. Cerebellum |
| B. Brain Stem | D. Cerebrum |

9. Which part of the brain helps keep your balance, so you don't fall flat on your face?

- | | |
|----------------------|--------------------|
| A. Cerebellum | C. Pituitary Gland |
| B. Medulla Oblongata | D. Spinal Cord |

10. Which part of the brain helps to judge, plan, and solve problem?
 A. Frontal Lobe C. Parietal Lobe
 B. Occipital Lobe D. Temporal Lobe
11. Which part of the brain interprets signals from vision, hearing, motor, sensory and memory?
 A. Frontal Lobe C. Parietal Lobe
 B. Occipital Lobe D. Temporal Lobe
12. Which part of the brain interprets vision (color, light, movement)?
 A. Frontal Lobe C. Parietal Lobe
 B. Occipital Lobe D. Temporal Lobe

B. Study the illustration and label the three main parts of the brain. (3 points)



What's New

Do you have something in mind? I am sure you are planning to enhance your brain functions. Improving your brain functions for personal development may help your life become productive and successful.

Activity 1

Read and analyze the following lateral puzzles. Do your best to solve them.

- Puzzle 1** There are six eggs in the basket. Six people each take one of the eggs. How can it be that one egg is left in the basket?
- Puzzle 2** How could a baby fall out of a twenty-story building onto the ground and still alive?
- Puzzle 3** A Land lady permitted the students to rent her apartment with the following condition: the student will pay the rent using her 7 GOLDEN CHAIN for her 7 days stay at her apartment, she is only allowed to cut the chain twice but the student is obliged to pay one chain daily for 7 days. How is it possible?

Activity 2

Fill out the table with its necessary inputs to develop your plan towards enhancing your brain functions. Enumerate as many as you can.

PERDEV Chart

| What is your personal idea about brain functions? | Enumerate steps on how to write developmental plan. | What are the ways to enhance your brain functions? |
|---|---|--|
| | | |

What is It

A **personal development plan** is a framework that is required for senior high school students to work out with to track one's self-improvement. It is something that makes you do before the end of the day. Having a developmental plan helps you direct your path towards becoming a holistic adolescent.

Characteristics of a good plan:

1. **P**lan provides focus.
2. **L**et you map out a path towards your version of success.
3. **A**llows you to make better decisions.
4. **N**ever permits you from taking backwards steps.
5. **S**trategies should be on track when things go wrong.

Writing a Personal Development Plan

These are five steps in writing a Personal Development Plan:

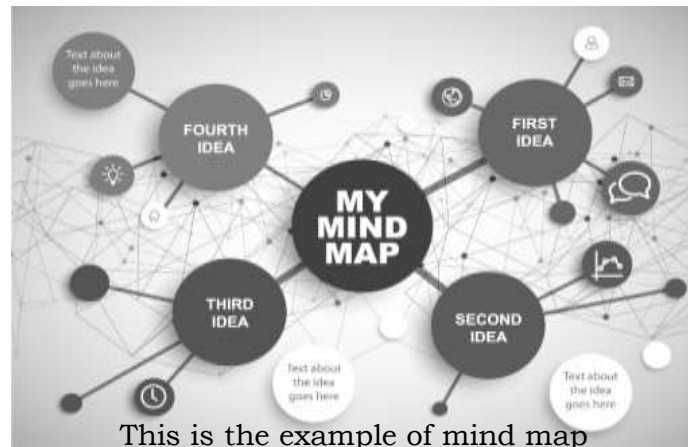
1. **B**e prepared with your goals.
2. **R**emember to recognize your skills, traits, and strengths.
3. **A**ppreciate the suggestions of your mentors to reach that certain goal.
4. **I**mprove your plan. If possible, include all factors affecting such plan.
5. **N**eed to apply more strategies and recommendations in mind mapping to make the mind map easy.

What is Mind Mapping?

The mind map is the external mirror of your own radiant or natural thinking facilitated by a powerful graphic process, which provides the universal key to unlock the dynamic potential of the brain.

One simple way to understand a Mind Map is by comparing it to a map of a city. The city center represents the main idea; the main roads leading from the center represent the key thoughts in your thinking process; the secondary roads or branches represent your secondary thoughts, and so on. Special images or shapes can represent landmarks of interest or particularly relevant ideas.

The great thing about mind mapping is that you can put your ideas down in any order as soon as they pop into your head. You are not constrained by thinking in order. Simply, throw out all ideas, then worry about reorganizing them later.



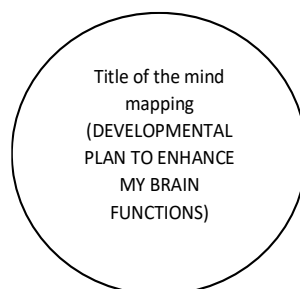
How to Draw a Mind Map?

Mind Maps were popularized by author and consultant, Tony Buzan. They use a two-dimensional structure, instead of the list format conventionally used to take notes. This makes information easier to remember, as it's held in a format that our minds find easy to recall and quick to review.

Steps in creating mind map

Step 1. Main topic

Write the title of the subject or project that you're exploring in the center of a page and draw a circle around it, as shown in figure 1, below.



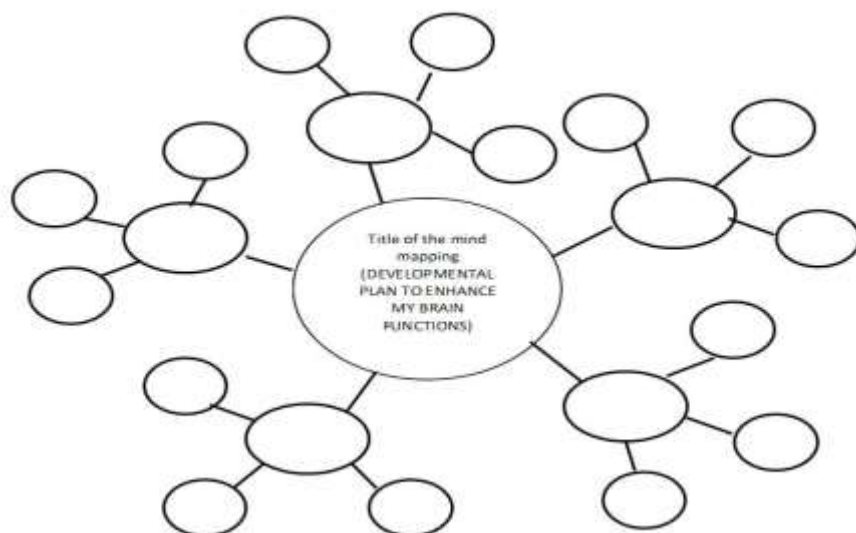
Step 2. Sub-topics:

Draw lines out from this circle as you think of subheadings of the topic or important facts or tasks that relate to your subject. Label these lines with your subheadings. (See figure 2, below.)



Step 3. Elements

Dive deeper into the subject to uncover the next level of information related sub-topics, tasks, or facts, for example). Then, link these to the relevant subheadings. (See figure 3, below.)



Guide for the students:

Based on the presented steps in making mind mapping, have you thought of a topic that would interest you to explore?

Step 1. Write your *main topic* at the middle of the circle,
○ Example of topic: Plan to enhance my Brain Functions

Step 2. Think of *subtopics* connected to the main topics. You can enumerate the different activities of the left and right brain inside the next circles.
○ Example of sub-topic: Drawing

Step 3. Do the same thing just to be very specific of the *elements* or concepts that describe your sub-topics. You can write keywords that describe each activity in the next series of circles.

○ Example of element: Poster-making Contest

Process Questions:

1. What are the steps in making mind map?
2. Why is it important to follow the steps in mind mapping?
3. How is it possible to enhance mind mapping activities? Are there some strategies and recommendations that might help you in mind mapping?

Some more strategies and recommendations used in brain mapping:

- **Use colors, drawings, and symbols copiously.** Be as visual as you can, and your brain will thank you. I have met many people who do not even try, with the excuse they're "not artists". Do not let that keep you from trying it out!

- **Keep the topics labels as short as possible**, keeping them to a single word – or, better yet, to only a picture. Especially in your first mind maps, the temptation to write a complete phrase is enormous, but always look for opportunities to shorten it to a single word or figure – your mind map will be much more effective that way.
- **Vary text size, color, and alignment.** Vary the thickness and length of the lines. Provide as many visual cues as you can to emphasize important points. Every little bit helps engaging your brain.

Mind Maps are useful for:

- Brainstorming – individually and as a group
- Summarizing information
- Taking notes.
- Consolidating information from different sources.
- Thinking through complex problems.
- Presenting information clearly.
- Studying and memorizing information.

What's More

There are different activities and exercises that you can do to enhance both the right and left hemisphere of the brain. Follow the instructions below to improve your drawing and writing skills.

- A.** Make a ‘Slogan-Poster’ about the theme: “The brain is a muscle; it needs exercise and training” to enhance your **drawing** skills. You may use a separate sheet of paper.

Slogan – Poster Making: “The brain is a muscle; it needs exercise and training”

- B.** Write an essay about the topic: ‘Which way to go?’ to enhance your **writing** skills. You may use a separate sheet of paper.

What I Have Learned

Activity: Yes or No Statement

Carefully analyze each developmental concept on enhancing the brain functions. Write **Yes** if you agree with the concept conveyed and write **No** if you disagree with it.










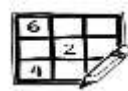









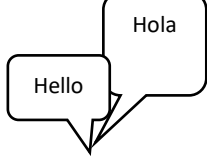
- _____ 1. Mind power is one of the strongest and most useful powers you possess.
- _____ 2. Your mind mapping ability may not enhance your brain functions.
- _____ 3. Left brain controls all the muscles on the right-hand side of the body and the right brain controls the left side. One hemisphere may be slightly dominant, as with left- or right-handedness.

- _____ 4. Everybody is not expected for a better and smarter brain, the reason why there is no need to enhance brain functions.
- _____ 5. Always understand your dominant brain type, you may be able to adjust your study methods, and perhaps shape your schedule and coursework, to suit your own personality type.
- _____ 6. Remember that mind mapping is a highly effective way of losing information in and out of your brain. Mind mapping is not in any way a creative and logical means of note taking and note-making that literally "maps out" your ideas.
- _____ 7. New Mind Maps examples were popularized by author and consultant, Tony Buzan.
- _____ 8. Improving and following the steps in mind mapping will guide your mind map connected to each other.
- _____ 9. Need to apply more recommendations in mind mapping to make the mind map easy. They are the use of colors, drawings, and symbols, keeping the topic label, as much as possible, short, and vary text size.
- _____ 10. Getting and learning information such as the brain facts and enhancing our brain functions leads full 'Powers of the Mind'.

What I Can Do

Activity: Picture mapping

- A.** Directions: The following picture map depicts some activities that help you develop your brain functions. Analyze the pictures and identify it accordingly as indicated. Select the letter among the choices written from A-Z.

| | | | | |
|---|---|---|--|---|
| 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10  |
| 11  | 12  | 13  | 14  | 15  |
| 16  | 17  | 18  | 19  | 20  |

- | | | |
|----------------------------|--------------------------------|-----------------------|
| A. Sports | B. Compose and sing | C. Communicate |
| D. Read books | E. Write, write and write | F. Instruments |
| G. Exercise daily | H. Eat healthy foods | I. Solve Math puzzles |
| J. No to vices | K. Get Sunlight in the morning | L. Love begets love |
| M. Smile and be happy | N. Improve your focus | O. Keep positive |
| P. Learn a second language | Q. Do mind games | R. Meditate /Yoga |
| S. Memorize | T. Pray | |

Note: Choose your answer. Write the letter that describes the picture inside each box above.

| No. | Answers (letters only) | No. | Answers (letters only) | No. | Answers (letters only) |
|-----|---------------------------|-----|---------------------------|-----|---------------------------|
| 1 | | 8 | | 15 | |
| 2 | | 9 | | 16 | |
| 3 | | 10 | | 17 | |
| 4 | | 11 | | 18 | |
| 5 | | 12 | | 19 | |
| 6 | | 13 | | 20 | |
| 7 | | 14 | | | |

B. Activity Planning

These activities show a 20-day developmental planning. Make a 20-day Activity Plan using the following pictures of activities that may enhance your brain functions. Look at the example below.

Time and Activity Plan (20-day)

| Date | Activity/ies | Remarks (Daily, weekly or state it how often.) |
|-------|-----------------|---|
| Day 1 | Pray & Meditate | Daily |
| Day 2 | | |
| Day 3 | | |

Assessment

A. Concept Development

Choose the best word inside the parenthesis () to complete the concept of the following statement about developing a plan to enhance brain functions. Write your answer on a separate sheet of paper.

- Mind (**ability, power**) is one of the strongest and most useful powers you possess.
- Your mind mapping ability (**declines, enhances**) your brain functions.
- Left brain controls all the muscles on the right-hand side of the body and the (**left, right**) brain controls the left side. One hemisphere may be slightly dominant, as with left- or right-handedness.

4. Everybody is expected for a better and smarter brain, the reason why there is a need to enhance brain (**development, functions**).
5. Always understand your dominant brain type, you may be able to adjust your study methods, and perhaps shape your schedule and coursework, to suit your own (**mind, personality**) type.
6. Remember that Mind mapping is a highly effective way of getting information in and out of your brain. Mind mapping is a creative and logical means of (**handwriting, note taking**) that literally "maps out" your ideas.
7. New Mind Maps examples were popularized by author and consultant, Tony (**Buzan, Biazon**).
8. Improving and following the steps in mind mapping will (**guide, include**) you in keeping you mind map connected to each other.
9. Need to apply more recommendations in mind mapping to make the mind map (**easy, hard**). They are the use of colors, drawings, and symbols, keeping the topic label, as much as possible, short, and vary text size.
10. Getting information such as the brain (**facts, parts**) and enhancing our brain functions leads to a maximum 'Powers of the Mind'.

B. Multiple Choice.

Choose the letter of the best answer. Encircle the letter of the correct answer.

11. In mind mapping, you can enhance it using the following. Which is not included in the group?

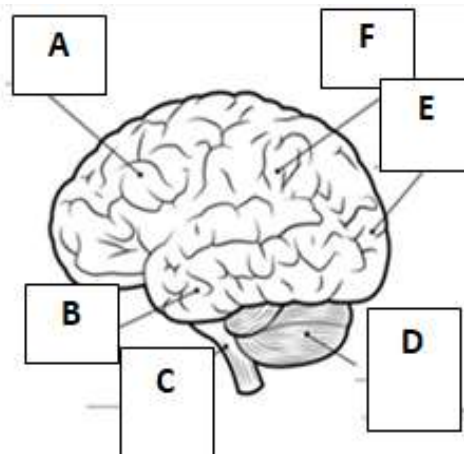
| | |
|------------|-------------------|
| A. Color | C. Philippine map |
| B. Drawing | D. Symbols |
12. There are different ways to enhance brain functions. Which is not included in the group?

| | |
|---------------------------|----------------------------|
| A. Get plenty of sleep | C. Improve your focus |
| B. Have time to read more | D. Learn just one language |
13. Look at the mind illustration below. Which one is the Frontal lobe?

| | | | |
|---|---|---|---|
| A | B | C | D |
|---|---|---|---|
14. Look at the mind illustration below. Which one is the Temporal lobe?

| | | | |
|---|---|---|---|
| A | B | C | D |
|---|---|---|---|
15. Look at the mind illustration below. Which one is the Brain Stem?

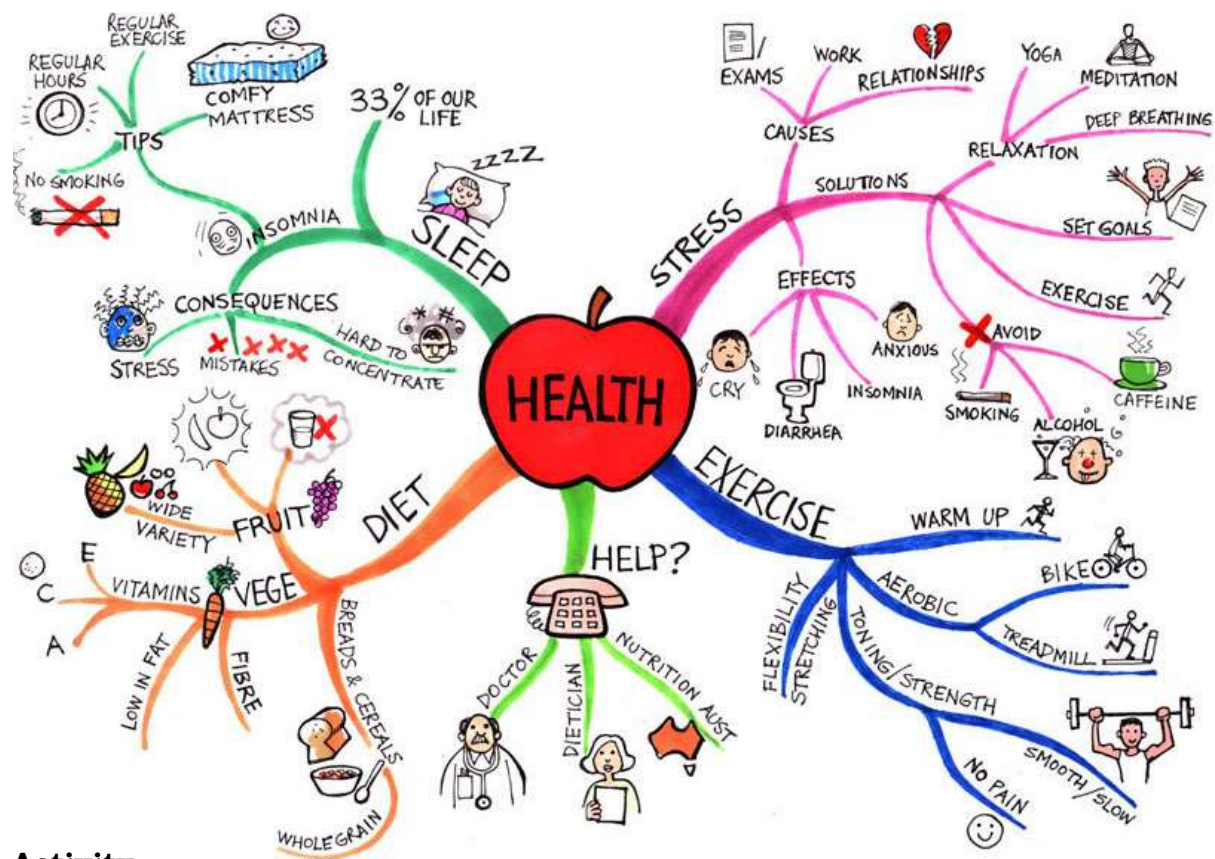
| | | | |
|---|---|---|---|
| A | B | C | D |
|---|---|---|---|



Additional Activities

Mind Maple Classic: A suggested online link that you can use to personalize your mind maps with colors, images, and pictures. Here's look and try **Mind Maple Classic** to increase your creativity of organizing thoughts and ideas about certain topics.

Sample Mind Maple Classic



Activity

Use this Mind Maple Classic to mind map the topic, “*My Personal Goal as an Adolescent.*” Show and express your ideas creatively through drawings, colorful images just like the given example above. You may use a separate sheet of paper.

MY MIND MAP (MindMaple Classic)
Title: “*My Personal Goal as an Adolescent.*”

Personal Development

Emotional Intelligence

Personal Development
Emotional Intelligence
First Edition, 2020

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Lesson 14 Emotional Intelligence

In the previous lesson, we explore the ways on how to improve brain functions for personal development and develop a personal plan to enhance brain functions.

In this lesson, we will strengthen your understanding on emotional intelligence, emotions, and the intensity of emotions. As an adolescent, at times you are being consumed by your emotions which got you into trouble. By the time you realized that your emotion is too strong, you are done with actions that you later regret. Your knowledge on intensity of emotions can help you control yourself and avoid affecting others. Your deep understanding on different emotions, the triggering factors, the effective ways to handling strong emotions, and your level of Emotional Intelligence (EI) will guide you in positively communicating emotional expressions.

What I need to Know

This module was prepared to help you gain knowledge on emotional intelligence and better understand the intensity of different emotions. The lesson will guide you in communicating emotional expressions to become a better version of you.

After going through this module, you are expected to:

1. discuss that understanding the intensity and differentiation of emotions may help in communicating emotional expressions

What's In

You are about to discover the different emotions and your emotional intelligence. Answer the questions with YES or NO based on your experience in dealing yourself and others.

| Do you | Yes | No |
|---|------------|-----------|
| a) know that your emotions and actions may affect others? | | |
| b) control your emotions not to verbally attack others? | | |
| c) enjoy the learning process and persevere in the face of obstacles? | | |
| d) you work hard to see things through others' eyes; put yourself in someone else's position? | | |
| e) inspire others and induce desired responses from them? | | |

What is It

What are the basic emotions, its intensity, and effects on our actions?

Emotion is a subjective state of mind triggered by a certain stimuli or events which occur in the environment. It is a reaction to a certain event that happens.

Collins dictionary defined emotion as a feeling such as happiness, love, fear, anger, or hatred, which can be caused by the situation that you are in or the people you are with.

Emotions can be observed through body language and facial expressions, which explains how you feel or how are you doing at that moment. Through analyzing and reading facial expressions you may be able to understand what a person's feelings. Physiological changes, as increased heartbeat or respiration, and overt manifestations, like crying or shaking of the body, and swaying of hand and arms may also give us an idea on what a person feels.

Activity 1. Look at the pictures closely. What emotions was being shown in each picture. Refer for the word box for the answer. The definition was provided for you as a clue. Write your answer on a separate sheet of paper.



- A feeling of mild astonishment or shock caused by something unexpected



- the feeling of being unhappy characterized by grief, despair and disappointment

WORD BOX

Happiness
Anger
Disgust
Surprise
Sadness



- a state of well-being and contentment: joy



- a strong feeling of being upset or annoyed because of something wrong or bad



- a feeling of horrified disapproval of something

You have seen facial expression associated with emotions on activity 1. This time let's discover the intensity of your emotions on the following situation.

Activity 2. Choose the term that describes what you feel when:

| Situations | A | B | C |
|--|--------------|--------------|------------|
| 1. Your teacher call your attention that you are constantly failing to achieve good scores in English subject and ask you to attend remediation class for free to help you cope up with the lessons. | acceptance | trust | admiration |
| 2. One member of your family died of Covid-19 infection. | pensiveness | sadness | grief |
| 3. You received a grade of 75 on the subject that you studied the most. | annoyance | anger | rage |
| 4. You transferred to another school nearer to your new residence. Your new seatmate assists you to locate the cafeteria, clinic, and library. | serenity | joy | ecstasy |
| 5. Your friend invited you to watch movie in his/her house. You agreed to come without knowing that the movie is about massacre/killings which you never really like. | boredom | disgust | loathing |
| 6. During group class presentation, one of your classmates prepared a PowerPoint utilizing several moving pictures and designs. | distraction | surprise | amazement |
| 7. You submitted your output earlier because you observed that your teacher is uploading the online lessons/topics early in the morning and giving excellent grades to those who submit the outputs on time based on the deadline given. | interest | anticipation | vigilance |
| 8. While waiting for a ride going to school, you saw a man pointing a knife to the student in front of you. | apprehension | fear | terror |

1. How many A's have you answered? How about B's? C's?
2. Which letter did you choose the most, A, B, or C?

| Interpretation <i>Give yourself 1 point for every A's that you choose, 2 points for every B's, and 3 points for every C's.</i> | | |
|--|-----------------------|--|
| Score | Intensity of emotions | Analysis |
| 8 points | mild | You can manage your emotions very well. |
| 9-16 points | moderate | You can manage your emotions in a tolerable manner. |
| 17 points and above | strong | You display heightened emotion compared to usual. You are advised to practice managing your emotions to avoid being in complicated situation in the future. |

The Universal Emotions

Charles Darwin's book *The Expression of Emotions in Man and Animals* (1872) suggested seven universal emotions associated with facial expressions. These emotions are surprise, sadness, disgust, happiness, fright, anger, and contempt. These are common emotions associated with facial expressions which can be observed in activity 1.

The expected responses in activity 1 are: 1) surprise-feeling of mild astonishment or shock caused by something unexpected; sadness-the feeling of being unhappy characterized by grief, despair and disappointment; 3) happiness- a state of well-being and contentment; 4) anger- a strong feeling of being upset or annoyed because of something wrong or bad; 5) disgust-a feeling of horrified disapproval of something. Give yourself five claps if you got all the correct answers.

Emotions are connected to our brain and comes with facial expression used to communicate the emotion. Surprise, sadness, disgust, happiness, fright, anger, and contempt are called universal emotions as they are common regardless of culture, age, race, language, and religion.

Basic Emotions

Here are the Basic Types of Emotion as defined in Merriam-Webster Dictionary and Dictionary.com

1. **Joy**- the emotion evoked by well-being, success, and good fortune or by the prospect of possessing what one desires.
2. **Sadness**- this emotion is affected with or expressive of grief or unhappiness. It is characterized by feelings of disappointment, hopelessness, disinterest, and dampened mood.
3. **Anger**- it is a strong feeling of displeasure and antagonism.
4. **Fear**- this is an unpleasant, often strong emotion caused by anticipation or awareness of danger.
5. **Trust**- this emotion reflects firm belief in the reliability, truth, ability, or strength of someone or something
6. **Disgust**- it is a feeling of revulsion or strong disapproval aroused by something unpleasant or offensive.
7. **Surprise**- the feeling caused by something unexpected or unusual.
8. **Anticipation**- the act of looking forward; expectation or hope.

There are 8 basic types of emotions according to Psychologist Robert Plutchik, which was grouped into four pairs of opposites such as joy-sadness, anger-fear, trust-disgust, and surprise-anticipation. Plutchik also authored the "wheel of emotions" which was illustrated like the color wheel. According to Plutchik, emotions can be combined to form different feelings. For Plutchik, basic emotions act like building blocks while the complex or mixed emotions are blend of the basic ones. For instance, a combination of joy and trust creates love, contempt is a blend of anger and disgust.

In activity 2, you were tasked to give your reactions on the sample situation. All the emotions listed in letter B are basic emotions. These basic emotions are normal and important part of our lives. Some of these emotions are positive, some are negative. A combination of any two basic emotions may result to another emotion.

Your reaction on a situation might be different from others. Something funny to you might be frightful or disgusting to others. For instance, you might laugh when somebody accidentally slipped in front of you, while others might feel pity and walk away. The worst is, some might yell and slap the person which shows anger. The difference in reaction depends on what the person feels on the situation. The emotion can be observed on the action, body language and facial expression of the person.

The intensity of the emotion is also a factor on the reaction of the individual.

Intensity of Emotions

Emotional intensity refers to variations in the magnitude of emotional responses, an extreme degree of feeling. Therefore, the intensity of emotion identifies the action an individual will have. Intensity ranges from mild, moderate to strong.

There are instances when too strong emotion compels a person do something beyond the normal. A good example is when you unexpectedly receive a gift on your birthday, you might feel thrilled, others might feel happy, some might feel glad. Is there any difference with the terms? Yes, the intensity of the emotions.

If you will closely analyze Activity 2, the emotions are arranged based on intensity. All in letter A are Mild, letter B are moderate, letter C are strong.

Strong emotions should be dealt with caution as it may lead to action that a person might regret. For example, after feeling ecstasy for winning on the lottery, an overjoyed person might suffer heart attack. Moreover, a feeling of terror when somebody is trying to abuse you might end up making you quiet and not speaking or asking help to adults even after being molested several times. It is getting common to hear news of a man or a woman committing suicide due to too much grief of losing a partner, girlfriend, or a boyfriend.



Figure 1.
Robert Plutchik's *Wheel of Emotions*

In figure 1, Plutchik describes the inner circle as the strongest emotions, the next circle are the basic emotions which has moderate intensity, and the outer circle are the emotions with the mildest intensity. Another emotion was created as a result of a combination of two basic emotions.

For a clearer presentation of the Wheel of Emotions, look closely on the tabular presentation on the intensity of emotions. Observe that when two basic emotions on the second circle were combined, it results to another emotion.

| <u>Outer Circle</u> Mild intensity emotions | <u>Second Circle/basic emotions</u> Moderate intensity emotions | <i>New emotions created in between two basic emotions in the second circle</i> | <u>Inner Circle</u> Strong intensity emotions |
|---|---|--|---|
| Serenity | Joy | <i>Joy + Trust= Love</i> | Ecstasy |
| Acceptance | Trust | <i>Trust + Fear = submission</i> | Admiration |
| Apprehension | Fear | <i>Fear + Surprise= Awe</i> | Terror |
| Distraction | Surprise | <i>Surprise + Sadness= disapproval</i> | Amazement |
| Pensiveness | Sadness | <i>Sadness + Disgust= Remorse</i> | Grief |
| Boredom | Disgust | <i>Disgust + Anger = Contempt</i> | Loathing |
| Annoyance | Anger | <i>Anger + Anticipation= Aggressiveness</i> | Rage |
| Interest | Anticipation | <i>Anticipation + Joy= Optimism</i> | Vigilance |

In real-life situation, you may observe that before a person fall in love to a somebody, the first emotion is that they are happy together. While happily getting along with that person, trust starts to develop, and finally love blooms. It is common to see friends falling in love with each other because they trust and happy being together and ends up as lovers.

Now that we have learned the basic emotions and its intensity, let us study why do we need to control our emotions.

Is there any biological explanation of the emotions?

Your brain and your emotion

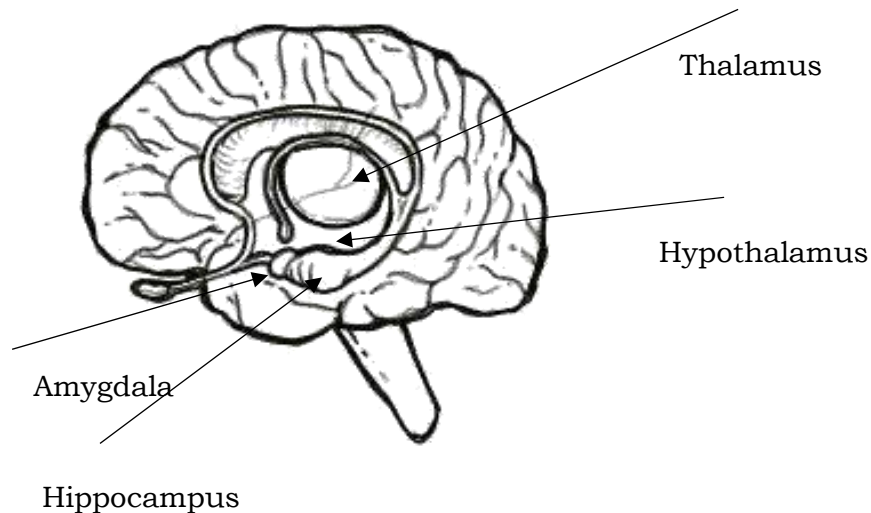


Figure 2. The Limbic System

Your brain is an organ of soft nervous tissue contained in the skull, functioning as the coordinating center of sensation, intellectual and nervous activity.

The **limbic system** controls emotion, memories, and arousal. The almond-shaped section of nervous tissue called **amygdala** is the center of emotional processing. It is responsible for the perception of emotions such as anger, fear, and sadness, as well as the controlling of aggression. It stores value judgments we make and memories of behaviors that produce positive and negative experiences.

For example, while walking alone on the dark alley, you heard footsteps. Your reaction might be to walk faster or run with your best speed. This reaction results from prior negative experience while walking alone in a dark road, perhaps you've watched the same scene on television. The amygdala stores the memories of what you experienced or what you've watched. Then, it gave you judgement that something bad might happen to you, thus you feel fear, and react by running fast.

How does learning **Emotional intelligence (EI)** helps you to be successful?

The term Emotional Intelligence (EI) was created by two researchers – Peter Salovey and John Mayer but was popularized by Daniel Goleman in his 1995 book *Emotional Intelligence: Why It Can Matter More Than IQ*. Goleman discussed that EI is important to be successful in academic, professional, social, and interpersonal aspects of one's life and a skill that can be taught and cultivated in schools.

Emotional intelligence is defined as the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. Therefore, it is the key to both personal and professional success."

For Goleman EI is the ability to: 1) Recognize, understand, and manage our own emotions; 2) Recognize, understand and influence the emotions of others. This means being aware that emotions can drive our behavior and impact people either positively or negatively. Then, it is essential to learn how to manage those emotions especially when under pressure.

There are **five essential elements** of emotional intelligence.

| | |
|------------------------|--|
| Self-awareness | knowing what one is feeling at any given time and understanding the impact those moods have on others. |
| Self-regulation | controlling or redirecting one's emotions; anticipating consequences before acting on impulse. |
| Motivation | utilizing emotional factors to achieve goals, enjoy the learning process and persevere in the face of obstacles. |
| Empathy | sensing the emotions of others. |
| Social skills | managing relationships, inspiring others and inducing desired responses from them. |

Based on Goleman's study, how a person react in a situation may influence others and affect efficiency. Therefore, a person must avoid making decisions when under pressure, feeling down or when experiencing too strong emotions such as when too happy or very angry. It may lead to wrong or inappropriate decisions and actions.

Look at these questions presented earlier. If you answered yes in each of the questions, then you are already practicing the essential elements of emotional intelligence in the past without knowing it.

| Do you | Yes | No |
|---|------------|-----------|
| a) know that your emotions and actions may affect others? | | |
| b) control your emotions not to verbally attack others? | | |
| c) enjoy the learning process and persevere in the face of obstacles? | | |
| d) you work hard to see things through others' eyes; put yourself in someone else's position? | | |
| e) inspire others and induce desired responses from them? | | |

What's More

Exploring Basic Emotions

Joy, sadness, anger, fear, trust, disgust, surprise, and anticipation are the basic emotions that an adolescent should be able to control. To do such, a person should be aware on the characteristics, signs and behaviors associated with the emotions.

Directions: Choose the appropriate basic emotions from the word box. Write your answer on a separate answer sheet.

| | | | |
|---------|----------|--------------|------------|
| Joy | Sadness | Anger | Fear Trust |
| Disgust | Surprise | Anticipation | |

1. A feeling of mild astonishment or shock caused by something unexpected and characterized by raised eyebrows.
2. A state of well-being and contentment characterized by enjoyment of simple things and harmonious relationship with others.
3. A feeling of strong disapproval aroused by something unpleasant or offensive. It is characterized by evulsion in the mouth, throat, and stomach, nausea and vomiting
4. An unpleasant emotion caused by the belief that someone or something is dangerous, likely to cause pain, or a threat. It is characterized by body trembling, hands sweating, rapid heartbeat and shortness of breath.
5. A strong feeling of annoyance, displeasure, or hostility characterized by headache. stomachache clenching jaws and grinding teeth.
6. The feeling of being unhappy, especially because something bad has happened. People who experience this emotion displays quietness, looks weary, and withdraw themselves from others.
7. A firm belief in the reliability, truth, ability, or strength of someone or something.
8. A feeling of excitement about something pleasant or exciting. It is characterized by expectation, hope, and realization in advance.

What I Have Learned

At this point, it is expected that you have gained concrete knowledge on basic emotions and its intensity, emotional intelligence, and the effective way of managing emotions.

Directions: Fill in the blanks. Write your answer on the answer sheet.

1. _____ is the center of emotional processing responsible for the perception of emotions such as anger, fear, and sadness, as well as the controlling of aggression.
2. _____ is defined as the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and

empathetically.

3. _____ is a subjective state of mind triggered by a certain stimuli or events which occur in the environment. It is a reaction to a certain event that happens.
4. The term Emotional Intelligence – EQ or EI was created by two researchers Peter Salovey and _____.
5. There are seven universal emotions which includes: surprise, sadness, disgust, _____, fright, anger, and contempt.
6. The intensity of emotion from least to strongest are classified into mild, moderate, or _____.
7. There are eight basic emotions presented in opposites such as: Joy- Sadness, Anger-Fear, Trust-Disgust, and _____.

There are five essential elements of emotional intelligence. Self- awareness- knowing what one is feeling at any given time and understanding the impact those moods have on others.

8. _____ - controlling or redirecting one's emotions; anticipating consequences before acting on impulse.

Motivation-utilizing emotional factors to achieve goals, enjoy the learning process and persevere in the face of obstacles.

9. _____ - sensing the emotions of others.
10. _____ - managing relationships, inspiring others, and inducing desired responses from them.

What I Can Do

As an adolescent, numerous situations that might challenge your emotional intelligence. Your actions because of emotions felt is probably triggered by the intensity of the emotions. Therefore, it is better to discuss what will you do if you will encounter these situations, to better understand the feelings, its intensity, and plan how to communicate emotional expressions positively. Write your answer on the answer sheet.

| Situations | Kind of emotion | Intensity | Actions (How to communicate expressions effectively) |
|--|------------------------|------------------|--|
| <i>Example: An adult in your neighborhood seems to be disrespecting you by violating your personal space.</i> | <i>Anger</i> | <i>strong</i> | <i>I will inform my neighbor that violating my personal space such as going inside my house without my consent is a big "NO" to me and I will report it to the proper authorities.</i> |
| Your friends came to your house without your prior information. They brought food, balloons, and gift and initiated a simple birthday celebration for you. | | | |

| | | | |
|--|--|--|--|
| Your parents kept on telling you not to fear failure and it would be better to accomplish things one at a time. They also remind you that you need to believe on your strengths and talents. | | | |
| You were asked to report the group output in front of the class. | | | |
| You cannot go out of the house as you are only 18 years old and your place is under general community quarantine. | | | |
| You are seated next to a man with unpleasant body odor. | | | |
| Your teachers asked you to submit your outputs online, but you do not have internet connection and gadgets to use. | | | |
| You were given the highest recognition during graduation while your friend who used to be rank 1 became the second best. | | | |

Assessment

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Universal emotion includes surprise, sadness, disgust, happiness, fright, anger, and _____.
 - a. jealousy
 - b. love
 - c. contempt
 - d. optimism
2. The following are basic emotion EXCEPT
 - a. optimism
 - b. trust
 - c. anger
 - d. joy
3. Intensity of emotion ranges from mild, moderate to _____.
 - a. milder
 - b. more moderate
 - c. least
 - d. strong
4. The inner circle of the wheel of emotions has the _____.
 - a. strongest emotions
 - b. positive emotions
 - c. negative emotions
 - d. best emotions

5. The term emotional intelligence was coined by
 - a. Daniel Goleman and Robert Plutchik
 - b. Peter Salovey and John Smith
 - c. Peter Salovey and John Mayer
 - d. Daniel Goleman and John Mayer
6. Emotional Intelligence was popularized by Daniel Goleman in his 1995 book Emotional Intelligence: Why It Can Matter More Than IQ.
 - a. false
 - b. not sure
 - c. true
 - d. not mentioned
7. Emotion is defined as
 - a. a measure of your ability to reason and solve problems.
 - b. the ability to recognize your feelings.
 - c. subjective state of mind triggered by a certain stimuli or events which occur in the environment.
 - d. a feeling or display of sudden anger or irritability, that begins suddenly or lasts a relatively short time.
8. The almond-shaped section of nervous tissue responsible for emotional processing is _____.
 - a. amygdala
 - b. hippocampus
 - c. thalamus
 - d. hypothalamus
9. This is the ability to control emotions and impulses.
 - a. self-awareness
 - b. self-centered
 - c. self-regulation
 - d. self confidence
10. People who are successful with this element of EI know what one is feeling at any given time and understand the impact those moods have on others.
 - a. self-regulation
 - b. self-awareness
 - c. self-centered
 - d. self confidence
11. It is the ability to identify with and understand the wants, needs, and viewpoint of those around you.
 - a. motivation
 - b. self-regulation
 - c. empathy
 - d. social skills
12. People with a high degree of _____ are highly productive, love challenge, and are very effective in whatever they do.
 - a. motivation
 - b. self-regulation
 - c. empathy
 - d. social skills

13. Those strong with these skills are typically team players. They help others develop and focus on their own success.
- motivation
 - self-regulation
 - empathy
 - social skills
14. It is important to manage your emotions when
- not having enough resources
 - dealing with change
 - dealing with setbacks and failure
 - a, b, and c
15. Statement 1: You need to recognize, understand, and manage our own emotions.
Statement 2: You must recognize, understand, and influence the emotions of others.
- only statement 1 is correct.
 - only statement 2 is correct.
 - both statement 1 and 2 is correct.
 - both statement 1 and 2 is wrong

Additional Activities

You successfully reach the end of this lesson. Now you are to do a certain task to further improve your skills on emotions.

After learning something, it is important to reflect. Reflection involves careful thought, and reconsidering previous actions, events, or decisions that you made. After contemplating, write a diary note and write down your thoughts there.

Be guided by the instructions below.

Write a four-paragraph reflection on how you communicate your emotions in the past. Consider the following guide instruction/questions.

1. Prepare a title that would best describe the strongest emotions that you included in your reflection.
2. How did you communicate your emotions (*example: anger, happiness, fear, trust, disgust*) to your parents, friends, and classmates in the past? Cite instances.
3. What made you do those actions?
4. If the same instance will happen now that you have learned emotional intelligence, would you do the same? Why? Why not?
5. Conclude your reflection with the best way to show understanding of different emotions.

Personal Development

Positive and Negative Emotions

Personal Development
Positive and Negative Emotions
First Edition, 2020

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Lesson 15 Positive and Negative Emotions

Human emotion is a feeling that is private and subjective. Humans can report an extraordinary range of states, which they can feel or experience. Some are accompanied by obvious signs of enjoyment or distress, but often these have no overt indicators. In many cases, the emotions noted seem to blend on different states.

In this lesson, you will explore positive and negative emotions and learn how to express and hide some of them.

What I Need to Know

This module is designed for you to get acquainted with and explore one's positive and negative emotions and how one expresses or hides them. The scope of this module permits it to be used in many different learning situations. This module will assist you on your analysis of your own self.

After going through this module, you are expected to:

Explore one's positive and negative emotions and how one expresses or hides them

What's In

In the previous lesson you have learned something about emotions. You do understand that emotions aid individuals for survival. It also helps people monitor their social behavior and regulate their interactions with other people. To further enhance and learn more about emotions.

LETS TRY THIS. List different types or kinds of emotions you have felt. Now, try to fill out the worksheet below.

Feelings and Emotions Worksheet

1. Categorize the emotions you just thought as positive or negative. If you think a certain emotion belongs to both, write it in both columns.

| Positive | Negative |
|----------|----------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

What's New

Experiencing both positive and negative emotions is a natural part of being human. The word "negative" in the phrase "negative emotions" may imply that these emotions are unwanted, but this does not necessarily mean that those emotions are bad for us or that we should not have them. Still, most people would rather choose

a positive emotion over a negative one. It is likely you would prefer to feel happy than to feel sad or be confident than be insecure. But always experiencing favorable emotions over less favorable ones is not what matters. It is still important to have balance in both. Let us see why.

POSITIVE EMOTIONS

All emotions are normal, natural, and important

In this activity we will learn about a special group of emotions called positive emotions. Having plenty of positive emotions everyday can help our well – being in dealing in our everyday situation. Scientists have discovered that we should have at least 3 positive emotions to balance 1 negative emotion. In this activity you will identify the positive emotions a person might experience.

Activity 1

Picture Labelling

Write the correct emotion under each picture. Choose from the group of words inside the box. BELONGING, HOPE, GRATITUDE, ZEST, AMUSEMENT, PRIDE, AWE, and INTEREST.

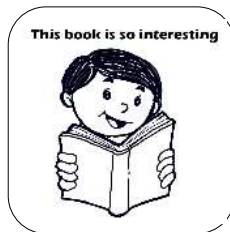
















Are Negative Emotions Necessary?

Although they are not pleasant to experience, negative emotions really are necessary for a healthy life. This is true for two big reasons:

- Negative emotions give us a counterpoint to positive emotions; without the negative, would the positive emotions still feel as good?
- Negative emotions serve evolutionary purposes, encouraging us to act in ways that boost our chances of survival and help us grow and develop as people.

As Tracy Kennedy from Lifehack.org points out, there is a good reason for each of the basic emotions, both positive and negative:

| Basic Emotions | Good Reasons |
|----------------|----------------------------------|
| Anger | To fight against problem |
| Fear | To protect us from danger |
| Anticipation | To look forward and plan |
| Surprise | To focus on new situations |
| Joy | To remind us what is important |
| sadness | To connect us with those we love |
| Trust | To connect with people who help |
| Disgust | To reject what is unhealthy |

Activity 2

Coping Ahead of Time

Coping is a method where a person uses to deal with stressful situations. These may help a person face a situation, act, and be flexible and persistent in solving problems.

This time try to discover how you would respond in this given statement below.

1. Describe a situation that is likely to create negative emotions for you. Imagine being in the situation right now. (Ex. Beating the deadlines in the submission of assignment)

2. Describe the coping mechanism or problem-solving skill you would use in the situation. (Ex. Work on the assignment ahead of time)

3. Explain the result if the coping mechanism you use is effective or not.

(Ex. Felt good about it because I was able to submit it on time)

What is it

Activity 3

Word Search

In the word puzzle, encircle the twelve words listed below. Words appear straight across, backward, up and down and diagonally.

melancholy

gratitude

belonging

love

interest

pride

zest

peace

humour

sadness

hope

excitement

disgust

anger

joy

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M | G | R | A | T | I | T | U | D | E | D | G | R | H | M |
| P | R | I | D | E | S | E | G | K | F | O | B | E | D | Z |
| B | J | O | Y | E | U | B | S | Q | I | E | V | M | T | B |
| Q | S | M | Z | D | K | X | W | X | Y | O | H | E | S | Z |
| G | N | I | G | N | O | L | E | B | L | W | R | L | U | P |
| P | E | Q | E | I | Y | J | E | Y | F | M | E | A | E | I |
| Y | N | X | G | P | M | I | M | C | Q | V | G | N | O | N |
| X | Q | B | C | N | O | S | Z | E | A | X | N | C | Q | T |
| B | O | P | M | I | A | H | T | F | R | E | A | H | Y | E |
| F | Q | F | O | D | T | S | H | K | L | S | P | O | Q | R |
| Y | R | C | N | W | U | E | U | D | O | N | R | L | A | E |
| Z | F | E | M | G | O | L | M | S | Z | M | W | Y | V | S |
| L | S | L | S | I | J | X | O | E | L | G | U | L | G | T |
| S | X | I | D | U | B | Z | U | X | N | W | V | M | U | P |
| L | D | R | J | G | O | H | R | Z | L | T | E | L | I | N |

How did you find the activity? Is it hard? What do you think those words mean in this lesson? Let's find out!

Positive vs. Negative Emotions: A Look at the Differences

As we now know, positive and negative emotions are both vital for a healthy, well-rounded life. Let's look at how emotions in both categories impact us.

Given the impact of positive and negative emotions on our thoughts and behaviors, it is easy to see why helpful thinking keeps a close eye on negative emotions in addition to the positive. As vital as it is for us to learn how to boost our positive emotions and take advantage of the opportunities they bring, it is just as vital to learn how to adapt from negative emotions and cope with them effectively.

When we accept, embrace, and act both our positive and our negative emotions, we give ourselves the best chance to live a balanced, meaningful life. Therefore, the field of positive psychology is hesitant to focus too much on positive emotions alone—it is just as important to understand how to turn negative emotions into a positive experience as it is to capitalize on our positive emotions.

How Do They Affect the Brain?

Positive and negative emotions both have different impacts in the brain.

For example, positive emotions have been shown to impact the brain in the following ways:

- They can increase our performance on a knowledgeable task by lifting our spirits without disrupting us like negative emotions do (Jordan & Dolcos, 2017).
- Positive emotions may help us increase our horizons and widen our brain's scope of focus (Fredrickson, 2001).

Meanwhile, negative emotions are known to affect the brain in the following ways:

- Facilitating emotional conflict processing, helping us to make sense of conflicting emotional information. In other words, negative emotions can help us figure hard emotional problems (Zinchenko et al., 2015).
- Facilitating cognitive conflict processing, aiding us in comprehending dissimilar or conflicting cognitive information. In other words, negative emotions can also help us make sense when we receive confusing signals (Kanske & Kotz, 2010; 2011).
- Reducing the experience of empathy, which can help protect us from getting too involved with others and stay focused on our goals (Qiao-Tasserit, Corradi-Dell'Acqua, & Vuilleumier, 2017)

Positive Emotions?

Positive emotions are emotions that we typically find pleasurable to experience. The Oxford Handbook of Positive Psychology defines them as “*pleasant or desirable situational responses... distinct from pleasurable sensation and undifferentiated positive affect*” (Cohn & Fredrickson, 2009).

Basically, this definition is stating that positive emotions are pleasant responses to our environment (or our own internal dialogue) that are more complex and targeted than simple sensations.

Some common positive emotions include:

- Love
- Joy
- Satisfaction
- Contentment
- Interest
- Amusement
- Happiness
- Serenity
- Awe

What Are Negative Emotions?

On the other hand, negative emotions are those that we typically *do not* find pleasurable to experience. Negative emotions can be defined as “as an unpleasant or unhappy emotion which is evoked in individuals to express a negative effect towards an event or person” (Pam, 2013).

If an emotion discourages and drags you down, then it’s most likely a negative emotion.

A few of the most felt negative emotions are:

- Fear
- Anger
- Disgust
- Sadness
- Rage
- Loneliness
- Melancholy
- Annoyance

Do We Need Both?

Look back over the list of sample negative emotions. Do you want to feel any of those emotions? You probably do not, and it is no wonder! It does not feel good to experience any of those emotions.

Have you ever felt one of these emotions and thought to yourself, “*I wish I should have experienced this emotion always?*” Although you may have experienced this once or twice—generally at a time when we think we shouldn’t feel positive emotions—it’s easy to see that this list is full of pleasurable emotions that people tend to seek out. We know that we need positive emotions to function effectively, grow, and thrive.

So, if it is basically universally unpleasant for us to experience negative emotions and universally pleasant and desirable to experience positive emotions, do we need the negative ones at all?

As it turns out, yes!

How Can They Impact our Health and Well-Being?

It’s not the negative emotions that directly impact our health and well-being, but it is on how we react and process them.

Staying stuck on negative emotions can increase our bodies’ production of our stress hormone, cortisol, which in turn depletes our cognitive ability to solve problems proactively, and can also damage our immune defenses, making us more

susceptible to other illness (Iliard, 2009). Chronic stress has also been linked to a shorter lifespan (Epel et al, 2004).

Anger is the negative emotion that has been shown to have the biggest impact on our health and well-being, particularly when it is poorly managed. Studies have connected anger to various health concerns including high blood pressure, cardiovascular disease, and digestive disorders (Hendricks et al, 2013).

Boerma (2007) linked unhealthy amounts of anger to increased levels of cortisol, which were implicated in decreased immune system efficiency. Boerma's research found that chronically angry people were more likely to have a cold, the flu, asthmatic symptoms and skin diseases such as rashes compared to non-chronically angry people.

Feelings of anger are a normal and healthy part of being human. Learning to avoid all anger would be an impossible goal. Instead, in anger management, you will learn to avoid negative reactions to anger (such as aggression), while learning new emotionally healthy habits.

Emotions play a big role in our life. They are twenty- four hours active and alive every day. It tells us what to do with our self, family, job, career, and how we love others. That is where we experience most differently the positive and the negative emotions. If we are unable to control the course that our emotions run, we might as well be heading down the road towards destruction that is the reason why we need to manage and control our emotions.

Activity 4

Control Your Feelings, Do not Let Them Control You

Have you ever let your feelings get the best of you and then said or did something that you regretted later? Sometimes our feelings 'get the best of us'. However, managing and responding to your feelings appropriately takes self-control and a few strategies. Answer the questions below and explore how you respond to your emotions.

1. Explain what it means by: Do not let your feelings get the best of you. Give an instance where you regretted doing or saying something out of your emotion/s.
2. What does 'Managing your feelings and emotions' mean? Give an instance where somebody responded to you in a negative way as a manifestation of their feelings. How do you think that person could have responded in a better way?
3. Why is it important to manage your emotions and not suppress them?

What I Have Learned

At this time, it is likely that you have already gained enough information on positive and negative emotions and how one expresses or hides them.

- A. List three situations, topics, or people that often provoke you to get angry: (ex. arguing with your classmate over a group task, dealing with a backstabber friend, arguing with a stranger online)
- B. What do you do to alleviate your anger whenever you are angry? List them below. (ex. shouting, arguing, throwing, or breaking objects, become physically aggressive)
- C. Have you ever run into problems because of your anger? If so, list them: (ex. damaged relationships, reprimanded at home, public altercations)
- D. In those stated situations, how did you feel about yourself being angry? Have you managed to get rid of some negative emotions and turn them into positive ones?

What I Can Do

As always, I hope you take-away something meaningful from this module. Identifying, accepting, and managing your emotions—both positive and negative—is such an important task for living a healthy and happy life. Use what you have learned here to enhance your understanding of your own feelings and the feelings of others and commit to greater awareness and management of your own emotional state. You will not regret it!

Emotional Challenge!

Give your reflection on the following statement:

- 1. What is your opinion about the topic? Do you think positive and negative emotions are necessary, or do you think we could do away with them without any conflicting effects?
- 2. Can you think of an important moment in your life that didn't involve strong feelings?
- 3. How does it feel to win a prize in a contest when you expected a greater prize? What might have been?

Assessment

Multiple Choice. Read the questions carefully and choose the correct option.
Write the chosen letter on a separate sheet of paper.

1. A strong feeling of displeasure or annoyance is called ____.
 - a. silly
 - b. angry
 - c. disgust
 - d. happy
2. A feeling of joy and contentment is called ____.
 - a. proud
 - b. shocked
 - c. happy
 - d. worry
3. How does a person feel when he/she does not admit his/her mistakes?
 - a. confident
 - b. annoyed
 - c. angry
 - d. defensive
4. If you do not understand the instruction, how do you feel?
 - a. confused
 - b. ashamed
 - c. laugh
 - d. depressed
5. How do you feel when someone is really getting on your nerves?
 - a. confused
 - b. happy
 - c. frustrated
 - d. angry
6. How do you feel about yourself when you wear a new outfit?
 - a. confident
 - b. inspired
 - c. annoyed
 - d. good
7. A feeling of uneasiness and concern is called ____.
 - a. worry
 - b. anxious
 - c. sad
 - d. angry
8. If your opponent is much stronger than you, how do you feel about competing?
 - a. confident
 - b. curious
 - c. intimidated
 - d. afraid
9. How do you feel when you are sure you passed your exam?
 - a. angry
 - b. scared
 - c. shame
 - d. confident

10. It is a sense of well-being, joy, or contentment.
- a. disappointment
 - b. happiness
 - c. jealousy
 - d. submission
11. Fulfillment of one's wishes, expectations, needs, or pleasure is derived from ____.
- a. happiness
 - b. jealousy
 - c. satisfaction
 - d. aggression
12. It is the displeasure or negative aspects that lie in feelings of loneliness, emptiness, sadness from loss, and the fear or dread that sometimes accompanies longing.
- a. Awe
 - b. Contempt
 - c. melancholy
 - d. sadness
13. More of a feeling that a person feels for another person who is deeply committed and connected to someone or something.
- a. love
 - b. sadness
 - c. optimism
 - d. satisfaction
14. Inquisitive interests in other's concerns which usually leads to inquiry.
- a. joy
 - b. disgust
 - c. curiosity
 - d. awe
15. Mixture of anticipation and joy is called ____.
- a. aggression
 - b. contempt
 - c. surprise
 - d. optimism

Additional Activities

Well done! You have reached the end of this lesson. You are now ready to manage your emotions better. As we end, provide a summary of what you have learned from the topic and write down your plans in taking responsible actions for your emotions.

Personal Development

Demonstrate and Create Ways to Manage Various Emotions

Personal Development
Demonstrate and Create Ways to Manage Various Emotions
First Edition, 2020

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Lesson 16 Demonstrate and Create Ways to Manage Various Emotions

Emotions play a crucial role in our lives.

Life without emotions is impossible to imagine. We treasure our feelings — the pleasure of a ball game, the pleasure of a loved one's touch, or the fun of a night out with friends. Even negative emotions are important, such as sadness when a loved one dies; anger, when we are violated; fear that overcomes us in a frightful or unknown situation; or guilt or shame towards others when our dark secrets get publicized. Emotions color life experiences and give meaning and flavor to all these experiences.

In fact, emotions have played many important roles in people's lives and have been the subject of scientific research on psychology for more than a century (Cannon, 1927; Darwin, 1872; James, 1890). This module explores why we have emotions and why they are important to us. We will discover that emotions remind us who we are, what our relationships with others, and how to behave in social interactions.

What I Need to Know

This lesson is designed to deal with the different emotions of the learner. It explores how to deal with difficult emotions, where emotions can have a significant impact on physical health, and how to deal effectively with feelings to face life's daily challenges.

The versatility of this program allows it to be used in several different learning circumstances. The terminologies used understand the diverse vocabulary of learners. The lessons are organized to follow the standard sequence of the course. But the order in which you read them can be changed to match the textbook that you are now using.

The Content of this lesson deals with Emotional Expressions.

After going through this lesson, you are expected to:

1. demonstrate and create ways to manage various emotions; and
2. manage how to handle different emotions.

What's In

ACTIVITY: FEELING GOOD

1. On a separate sheet of paper, list at least three events that made you feel good. In the right column, state your reaction.

| Event | Reaction |
|-------------------------------------|---|
| Example: <i>Awarded with honors</i> | <i>I was glad after receiving the award</i> |




2. List at least three people that made you feel good. In the second column, write the instances or things they did that gave you such feeling. In the third column, write your reaction.

| People | Situation | Reaction |
|------------------------|--|-----------------|
| <i>Example: Friend</i> | <i>She encouraged me when I was sad and feeling hopeless</i> | <i>Thankful</i> |
| 1. | | |
| 2. | | |
| 3. | | |

What's New

ACTIVITY: PICTURE ANALYSIS

1. Identify the emotions in these scenarios.

| | | |
|---|--|--|
| A.  Engaging in a fight | B.  Getting scolded by parents | C.  Feeling stressed out |
|---|--|--|

2. How would you react if you were in these situations?
3. Write your answers on a sheet of paper for the images A, B, and C.

What is It

HOW TO MANAGE EMOTIONS?

Emotion is an affective state of consciousness in which joy, sorrow, fear, hate, or the like, is experienced, as distinguished from cognitive and volitional states of consciousness. Emotions give meaning to events; without emotions, such events would be mere facts. Emotions help you manage your interpersonal relationships. Emotions also play a significant role in the collective functioning of holding human communities together.

All in all, we can see that emotions are a critical part of our psychological structure; that they have value and individual purpose in our life, to our relationships with other and to our societies.

STEPS IN HANDLING EMOTIONS

The following are suggestions in Dealing with Difficult Emotions from the Teens Health posted in kidshealth.org in 2017.

1. Identify the Emotion

You should learn to notice and identify your feelings and your body sensation like when your face gets hot or your muscles tense. Be aware of how you feel. When you feel negative emotion, like anger, try to understand what you're feeling. A good example for this would be when you get jealous because your best friend is hanging out more often with other peers than with you.

Do not hide how you feel from yourself.

It is expected that you will not announce your feelings to other people but do not suppress your feelings entirely. When you name and understand the negative feeling, you will never explode without thinking. Awareness of the feeling will help you think clearly on the actions that you will do next.

Do not blame.

Being able to recognize and explain your emotions is not the same as blaming someone or something for the way you feel. How you feel when these things happen comes from inside you. Your feelings are there for a reason — to help you make sense of what is going on.

Accept all your emotions as natural and understandable.

Do not judge yourself for the emotions you feel. Acknowledging how you feel can help you move on.

2. Take Action

Think about the best way to express your emotion. You may gently confront the person whom you have negative feelings. You can share why you had that bad feelings to a friend you can rely on or work off the feeling by going for a run, jogging, or exercise. Once you have processed what you're feeling, you can decide if you need to express your emotion

For example:

“My fear of being around those bullies is a sign that they have gone too far. Perhaps I should talk about what's going on with a school counselor.”

Learn how to change your mood. You must learn how to see the positive in mood. Exercise also can release stress buildup and help you from staying stuck on negative feelings.

3. Get Help with Difficult Emotions

If you find yourself stuck in feelings of sadness or worry for more than a couple of weeks, or if you feel so upset that you think you might hurt yourself or other people, you may need extra help.

Talk to the school guidance counselor, your parents, trusted adult friend, or therapist. Counselors and therapists are trained to teach people how to break

out of negative emotions. They can provide lots of tips and ideas that will help you feel better.

TIPS TO HELP MANAGE YOUR EMOTIONS

Emotions can have a significant influence on physical health, and it is vital to cope effectively with the emotions that follow the ups and downs of daily life.

1. *Use your emotions and bodily responses to recognize when you are under stress.*

A racing pulse, dry mouth, aching stomach, tight muscles, or muscle pain may all indicate that something is amiss in your emotional world.

2. *Write down your thoughts and feelings about what is stressing you.*

Take a daily inventory of your emotions. By writing down what you feel, you may be able to identify patterns of emotional ups and downs. It is also important to write down the thoughts that go with your feelings.

3. *Control whatever aspect of the stress that you can.*

Life presents many situations every day, and you should not view them in black and white terms- those you can control versus those you cannot. Look for the shades of grey- the elements you can control. When you know what is going to happen in a situation, your nervous system can gear up to handle it.

4. *Do not make mountains out of molehills.*

When difficult situations arise, it is important to assess how bad they really are before going into panic mode. If you want to live a low-stress life, do not get all worked up over trivial matters.

5. *Redefine the Problem.*

Your attitude to stress can affect your health more than the stress itself can. If the problem is out of your control, recognize that and redefine the problem to determine which parts you can avoid or handle.

6. *Develop behaviors that distract you from stress.*

Anything you do that distracts you from your stress for a while is good. For example, you could get out in nature and take a walk, work in the garden, or perhaps learn to fly fish.

7. *Reach out to a friend or a family member.*

Social relationships are good for your health and reaching out to someone about your stress can improve your outlook. If you are lacking social networks, you may find it easiest to meet others during a shared activity

8. *Exercise Regularly.*

Regular exercise is good for your physical and emotional health. Even moderate exercise can help reduce stress.

9. Meditate and Relax.

Meditation has a wide variety of health benefits, and stress reduction is one of the big ones.

There is no single way to instantly reduce stress or manage your emotions. By using a variety of tools and methods, you will be able to calm your mind and regain your emotional health.

What's More

In our previous module, you have learned what positive and negative emotions are. In this activity, you will learn to express your strong personal emotion.

ACTIVITY: WORD PICTURES ICE BREAKER

1. Identify your present emotional condition or state. Example, *frantic*
2. Express the emotion using different strokes.

Example:



3. Explain your work and write it on a separate sheet of paper.
 - a. What effect did the activity have on you?
 - b. What have you felt after positively expressing your emotions?
 - c. Would you recommend the activity to others?

What I Have Learned

Activity: Commitment Form

Complete the statement below

In this module I realized

As a result, I will

What I Can Do

These are negative and positive emotions that anyone can feel. Some of these examples are given below:

| POSITIVE | NEGATIVE |
|---|--|
| <ul style="list-style-type: none">• Love• Affection• Hope• Acceptance• Appreciation• Kindness• Relief• Integrity• Humility• Harmony• Honesty• Motivation• Solidarity• Satisfaction• Understanding• Respect• Peace• Confidence• Dignity• Energy | <ul style="list-style-type: none">• Sadness• Boredom• Abuse• Bitterness• Anxiety• Revenge• Shame• Humiliation• Betrayal• Harassment• Fear• Failure• Misery• Bullying• Stress• Envy• Confusion• Inferiority• Irritation |

Activity: Fill in the grid below.

Think of your five positive and five negative emotions. Tell us about how you manage these feelings.

| <i>POSITIVE/NEGATIVE EMOTIONS</i> | <i>WAYS TO MANAGE EMOTIONS</i> |
|--|---------------------------------------|
| e.g. stress in studies | Manage your time |

Assessment

Multiple Choice. Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. It plays a crucial role in our lives as they have essential roles.
 - A. Affection
 - B. Emotion
 - C. Feeling
 - D. Love

2. It is a Greek word which refers to having a good spirit
 - A. Eudaima
 - B. Eudaimonia
 - C. Eudaim
 - D. Eudaimonism
3. It is an unpleasant emotion caused by the belief that someone or something is dangerous.
 - A. Anger
 - B. Anxiety
 - C. Fear
 - D. Grief
4. Which of the following defines "humility"
 - A. Esteem
 - B. Humble
 - C. Hope
 - D. Integrity
5. Which of the following statement is a direct assault on your self-esteem?
 - A. "I am not worth it."
 - B. "I failed."
 - C. "I am good."
 - D. "I am mentally disturbed."
6. Which does not refer to negative emotion?
 - A. Boredom
 - B. Inferiority
 - C. Sadness
 - D. Solidarity
7. Which of the following defines "stress"?
 - A. Disorganized
 - B. Oriented
 - C. Pressure
 - D. Relax
8. Which of the following defines "feelings"?
 - A. Clever
 - B. Love
 - C. Pressure
 - D. Patience
9. Which of the following statement shows sign of stress?
 - A. Excited
 - B. Happy
 - C. Irritable
 - D. Lonely
10. Which of the following statement is one way of coping emotions?
 - A. Avoiding others.
 - B. Not blaming oneself.
 - C. Refusing advice
 - D. Seeking attention

11. Which of the following statement shows how to cope difficult emotions?
- A. Ignore bodily responses
 - B. Ignore the problem
 - C. Stay home
 - D. Control emotions
12. Which of the following statement is one way of identifying the emotions?
- A. Be aware of your feeling
 - B. Blame yourself
 - C. Hide your feeling
 - D. Ignore your feeling
13. The following people will help resolve your problem in dealing with difficult emotions **EXCEPT**
- A. Guidance Counselor
 - B. Parents
 - C. Therapist
 - D. Untrusted friend
14. Which of the following emotions is triggered by grief?
- A. Exhausted
 - B. Inferiority
 - C. Jealousy
 - D. Sadness
15. It is unpleasantly strong emotion triggered by danger.
- A. Anger
 - B. Fear
 - C. Disgust
 - D. Surprise

Additional Activities

Activity: Remember it Right

1. Write down a special gift that was given to you by a loved one that you have lost.
2. Write what you have felt and realized.

Answer Key

Lesson 1

| | |
|-------------|--|
| What's more | Answers may vary. |
| Assessment | 1. B 2. C 3. B 4. B 5. B 6. C 7. D 8. A 9. D 10. A 11. D 12. B 13. C 14. D 15. C |

Lesson 2

| | |
|---------------------|--|
| What I have Learned | 1. TRUE 2. TRUE 3. Self-ethics 4. True, unethical 5. Misused Agent 6. Making Decisions 7. TRUE 8. TRUE; Compare the options 9. A 10. A 11. D 12. C 13. A 14. B 15. D |
| Assessment | 1. B 2. D 3. D 4. D 5. D 6. D 7. B 8. B 9. D 10. D 11. D 12. C 13. A 14. B 15. D |

Lesson 3

| | |
|---------------------|--|
| What I have Learned | 1. Social Development 2. Cognitive Sympathy 3. Emotion 4. Adolescence 5. action 6. confusion 7. Self-Regulation 8. Identity vs. confusion 9. Challenges 10. Thought |
| Assessment | 1. B 2. D 3. D 4. D 5. D 6. D 7. B 8. B 9. D 10. D |

Lesson 4

| | |
|-------------|--|
| What's More | Answers vary. |
| Assessment | 1. A 2. A 3. B 4. D 5. A, B, D (all are wrong) 6. A, B, D (all are wrong) 7. A, B, D (all are wrong) 8. A, B, D (all are wrong) 9. A, B, D (all are wrong) 10. D 11-12. B, D (all are wrong) 13. C 14-15. A, D (all are wrong) |

Lesson 5

| | |
|-------------|--|
| What's More | Situation 1: What is the problem? Peer pressure. What is your responsibility? Friends are not good influences. What would be the solution? Encourage my friend to stop smoking because this would lead to addiction. What is the problem? Hard to concentrate because of the presence of a guy. What would be the solution? Ask the practice what would be the solution? Give my full attention to my coach instructions. What is the problem? Not comfortable with others because the research paper. What would be the solution? Ask my group mates to finish the research paper. What would be the solution? Ask my group mates to finish the research paper. What would be the solution? Ask my group mates to finish the research paper. |
| Assessment | 1. B 2. D 3. D 4. A 5. B 6. A 7. A 8. B 9. C 10. C 11. B 12. D 13. B 14. A 15. B |

Lesson 6

| | |
|-------------|--|
| What's More | 1. A 2. R 3. A 4. n 5. n 6. A 7. A 8. D 9. C 10. A 11. C 12. B 13. A 14. D 15. C |
| Assessment | 1. C 2. A 3. A 4. n 5. n 6. A 7. A 8. D 9. C 10. A 11. C 12. B 13. A 14. D 15. C |

Lesson 7

| | |
|-------------|--|
| What's More | Expert answers for Activity 1.1: 1. d 2. d 3. d 4. d 5. d 6. a 7. b 8. b 9. c 10. c 11. d 12. c 13. d 14. c 15. b |
| Assessment | 1. d 2. d 3. d 4. d 5. d 6. a 7. b 8. b 9. c 10. c 11. d 12. c 13. d 14. c 15. b |

Lesson 8

| | |
|-------------|--|
| What's More | 1. STRESS 2. STIMULUS 3. STRESSOR 4. RESPONSE 5. MENTAL HEALTH 6. WELLBEING 7. RELATIONAL 8. HORMONES 9. EXPERIENCE 10. EMOTION |
| Assessment | 1. D 2. A 3. B 4. B 5. B 6. C 7. D 8. A 9. C 10. A |

Lesson 9

| | |
|------------|--|
| What's In | 1. T 2. T 3. T 4. T 5. T 6. T 7. T 8. F 9. F 10. F |
| Assessment | 1. True 2. True 3. True 4. True 5. True 6. True 7. True 8. False 9. True 10. False 11. D 12. B 13. A 14. A 15. D |

Answer Key

Lesson 10

| | |
|---|--|
| <p>What's More</p> <p>Answers may vary</p> | <p>Assessment</p> <p>False True False True True False C A D C A D A D B</p> |
|---|--|

Lesson 11

| What's More | |
|-------------|------------|
| 1. | Cerebrum |
| 2. | Cerebral |
| 3. | Cortex |
| 4. | Limbic |
| 5. | System |
| 6. | Cerebellum |
| 7. | Brainstem |

| Assessment | |
|------------|---|
| 1. | A |
| 2. | C |
| 3. | B |
| 4. | D |
| 5. | C |
| 6. | D |
| 7. | A |
| 8. | C |
| 9. | D |
| 10. | A |
| 11. | B |
| 12. | C |
| 13. | D |
| 14. | A |
| 15. | B |

Lesson 12

Additional Activities

A. What I Have Learned

| | |
|----|-----|
| 1. | EBF |
| 2. | EBF |
| 3. | EBF |
| 4. | IMF |
| 5. | IMF |

Lesson 13

| What's In: | What's More: |
|----------------|--------------|
| 1. A | 1. True |
| 2. D | 2. False |
| 3. D | 3. True |
| 4. C | 4. False |
| 5. D | 5. True |
| 6. D | 6. False |
| 7. A | 7. True |
| 8. B | 8. True |
| 9. A | 9. True |
| 10. D | 10. True |
| 11. C | |
| 12. A | |
| 13. Brain stem | |
| 14. Cerebellum | |
| 15. Cerebrum | |

[illegible]

Lesson 14

| | |
|-------------|--|
| Assessment | 1. C 2. A 3. D 4. A 5. C 6. C 7. C 8. A 9. C 10. B 11. C 12. A 13. D 14. D 15. C |
| What's More | 1. Surprise 2. Joy 3. Disgust 4. Fear 5. Anger 6. Sadness 7. Trust 8. Anticipation |

Lesson 15

Assessment

Lesson 16

Assessment

| | |
|-----|---|
| 1. | B |
| 2. | B |
| 3. | C |
| 4. | B |
| 5. | A |
| 6. | D |
| 7. | C |
| 8. | B |
| 9. | C |
| 10. | B |
| 11. | D |
| 12. | A |
| 13. | D |
| 14. | D |
| 15. | B |

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