

Homeroom Guidance

Quarter 2 – Module 6:

To Be or Not To Be



Homeroom Guidance Self-learning Module – Grade 8

Quarter 2 Module 6: To Be or Not To Be

2021 Edition

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Gabay sa Magulang/Tagapag-alaga

Isinulat ang modyul na ito upang maunawaan ng mag-aaral ang kaugnayan ng kaniyang mga karanasan sa buhay at ang kahalagahan nito tungo sa kaniyang paglago bilang isang indibidwal. Sa kabila ng nararanasan nating pandemya, maaari itong maging isang repleksyon upang mas maging malalim ang kanyang pagkilala sa kanyang sarili batay sa kanyang mga katangian at kakayahan.

Maaaring may pagkakataon na hingin ng mag-aaral ang inyong patnubay sa pagsunod sa mga tagubilin at pagsagot sa mga tanong sa bawat bahagi ng gawain. Hinihiling ng Kagawaran ang inyong suporta upang matagumpay niyang maisakatuparan ang mga gawaing ito. Tiyakin na sasagutin niya ang bawat bahagi ng modyul nang may pag-unawa at pagiging tapat sa sarili.

Introductory Message

For the learner:

This module is designed to help you in your academic-related needs; concerns affecting your individuality (self), your relationship with others and interaction in the community; and, in discovering your interests, talents and skills that will help you explore future career options and opportunities.

This self-learning module has six indicative tasks, which are as follows:



Let's Try This – which will help you to get ready to learn;



Let's Explore This – which will guide you towards what you need to learn;



Keep in Mind – which will give you the lessons that you need to learn and understand;



You Can Do It – which will help you apply the lessons learned in daily activities;



What I Have Learned – which will test and evaluate your learning; and



Share Your Thoughts and Feelings – which will help you express your thoughts, opinions and feelings.

Make sure to read, think, follow, and enjoy every task that you are asked to do.

Have fun! Stay safe and healthy!

MODULE

4

TO BE OR NOT TO BE



Learning Objectives

At the end of this module, you are expected to:

1. identify the similarities and differences between personal and social issues;
2. make a guideline or steps to follow on how to make sound decisions; and
3. illustrate the positive effects of sound personal decision-making.

Period: *Week 3 of 2nd Quarter*

Suggested Total Time Allotment: *60 Minutes*

Materials Needed:

Clean sheets of paper/bond papers

Ballpen, coloring materials



Introduction

Decision-making is essential to be successful. Every day you are facing several decisions to make because challenges are part of our existence. They make you stronger. This module will examine the steps in decision-making that will guide you towards what you need to learn on coming up with a sound decision.

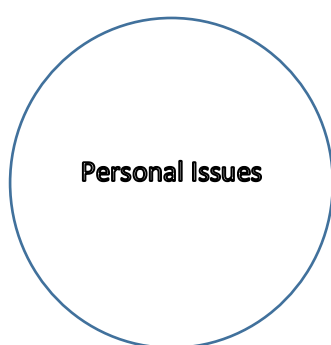
As a grade 8 student, your experiences in life involve so many situations where you need to choose. Your decision will determine the consequences of your actions.



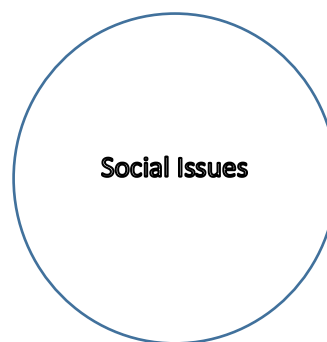
Let's Try This

Suggested Time Allotment: (10 minutes)

On a sheet of paper, write the terms that you can associate with personal issues and social issues. Write as many as you can. Personal issues are those that you consider to have a direct effect on you while social issues are those that have a direct effect on society. Answer the processing questions after.



Personal Issues



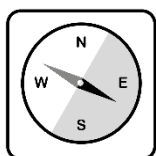
Social Issues



Processing Questions:

Write your answers on a clean sheet of paper.

1. What do you notice with your answers?
2. Are your personal issues connected with social issues? If yes, how are these connected?
3. Are these issues something that you need to decide on? In what way?



Let's Explore This

Suggested Time Allotment: (10 minutes)

Learn how to get better results or consequences by improving how you make a decision. Read the scenario below and answer the following questions. Write your answers on a clean sheet of paper.

There was nobody in the classroom as everybody's out in the school grounds for the recess period. On your way to the canteen, you noticed someone inside the room. Out of curiosity, you peeked at the windows and saw one of your friends reaching into a classmate's desk and seemingly getting something out of it. Just before the lunch bell rang, your classmate reported to your teacher that his pouch containing money was missing.

1. What is the problem?
2. What are the choices you have?
3. What do you think are the consequences of these choices?
4. How do you feel about the situation?
5. Is there anything else you need to learn about it?
6. Do you need to ask for help? Whom should you ask?
7. What is your decision?
8. Do you think you made the right decision? Why?

Processing questions: *(Use the back page of your paper for your answers)*

1. Were the questions helpful in making your decision? In what way?
2. Do you consider the same questions every time you need to act on a particular thing? Why or why not?
3. How did this activity help you in making the decisions?



Keep in Mind

Suggested Time Allotment: (10 minutes)

Sound Decision-Making

One of the important life skills is decision-making. Decision-making is choosing between two or more choices or options. You always need to make decisions every day. Hence, it is important to know how to make a sound one.

Here are the steps in making a sound decision.

- 1) **Identify the problem.** It is important to know what is your problem so that you would understand the source and the reasons of your problem.
- 2) **Identify your choices or options with the relevant information.** What are the options or choices you have with your identified problem and the possible result of each choice/option? What information can help you decide on this?
- 3) **Evaluate and choose an option.** What do you think and feel is the best among the choices or options?
- 4) **Ask for help.** Think of a person whom you can ask for help whenever you face problems or someone who can guide in doing it like your Guidance Counselor. It is important to ask for help or guidance from your trusted persons so that you can see how others view your problem. You can also gain new ideas or perspective when you do that. It could be your parents, older brother or sister or relatives, older friends, teachers, or your guidance counselor.

- 5) **Make a decision.** After considering important factors, it is time to make or come up with a decision about what to do with your problem. If you think that your decision is good and you are satisfied with what you have decided, then go ahead and do it.

On the other hand, if you are still confused and you think you are not confident with it then go back to step one until you can decide what is best for you.

Take note that in your daily life, from the time you wake up to the time you lay down to sleep at night, you are making decisions. Even the easy question like what you will wear or what to eat is a decision to make. We make choices every day, but in the process of making decisions in our daily routine, it is but natural that we tend to make bad choices that sometimes lead to some consequences. Thus, decision-making skill is essential in our daily lives.

Remember this:

- ✓ Every day you make decisions, throughout your life decision-making is required to be successful in life.
- ✓ Before making a decision, make sure you have weighed all possible consequences so that you can come up with a wise decision.
- ✓ Do not be afraid to commit mistakes. If you chose an unsound decision, learn from it and move on. Remember, you are a work in progress. Trust in the process but most importantly, trust yourself.
- ✓ Respect the decisions of other people. Accept their views, opinions, and thoughts even if you do not agree with them. Remember everyone is entitled to their own opinion.



You Can Do It!

Suggested Time Allotment: 20 minutes

Now that you know the steps to come up with a sound decision, it is time to put into action what you have learned.

Today, the world is facing a pandemic. Everyone has been affected and our experiences during this time may be different from one another, and yet we find ways to look for solutions to solve our problems and make decisions.

1. Identify a problem that you have experienced during this time of pandemic that you need to address immediately.
2. On a clean sheet of paper, with your identified problem during this time of pandemic, **FORMULATE YOUR STEPS IN DECISION-MAKING** using the table below as template.

My Steps in Making a Decision

<p>1. What is the problem?</p> <p>(Example: I feel sad because I cannot go out with my friends.)</p>	
<p>2. What are the choices or options?</p>	
<p style="text-align: center;">Choice 1</p> <p>(Example: I will wait until the pandemic is over)</p>	
<p style="text-align: center;">Choice 2</p> <p>(Example: I will contact friends through social media, mobile, etc.)</p>	
<p style="text-align: center;">Choice 3</p> <p>(Example: I will do nothing about it)</p> <p style="text-align: center;">*You can add another option.</p>	
<p>3. Evaluate and choose an option.</p> <p>Examples:</p> <p>Option 1, I do not know when this pandemic will exactly end and I miss my friends very much.</p> <p>Option 2. There are many available platforms for communication at this moment.</p> <p>Option 3: I will do nothing; it will not solve my problem.</p> <p>Example of choice: I will choose Option 2 because I miss my friends and I can do it anytime.</p>	
<p>4. I will ask help from...</p> <p>Example: I will ask my parents or siblings in what other ways I can communicate with my friends.</p>	
<p>5. My decision</p> <p>Example: I will choose Option 2 so that I can reach my friends right away.</p>	



What I have Learned

Suggested Time Allotted: 5 minutes

On a clean sheet of paper/bond paper, do the following:

Based on your identified problem, what do you think are the positive effects of good decision-making? Fill in the given sentence below.

Sound decision-making will help me _____
_____.



Share Your Thoughts and Feelings

Suggested Time Allotted: 5 minutes

How would you explain sound decision-making to Grade 7 learners? Illustrate this using stick figures with thought balloons.

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