

Homeroom Guidance

Quarter 1 – Module 2: I Can Be Better



Homeroom Guidance Self-learning Module – Grade 8

Quarter 1 Module 2: I Can Be Better

2020 Edition

The Intellectual Property Code of the Philippines states that “No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.”

Borrowed materials (e.g., texts, illustrations, musical notations, photos, and other copyrightable, patentable contents) included in this learning resource are owned by their respective copyright and intellectual property right holders. Where applicable, DepEd has sought permission from these owners specifically for the development and printing of this learning resource. As such, using these materials in any form other than agreed framework requires another permission and/or licensing.

No part of this material, including its original and borrowed contents, may be reproduced in any form without written permission from the Department of Education.

Recommended Entry for Citation Purposes:

Department of Education. *Homeroom Guidance Grade 8 Self-Learning Module 2: I Can Be Better*. Manila: Department of Education Central Office, 2020.

Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

Assistant Secretary: Alma Ruby C. Torio



Development Team of the Module

Writers: Rolando F. Malafu, Mark Anthony V. Bercando

Grade Level Coordinator: John Paul T. Salindo

Illustrator: Daniel C. Tabinga, Jr.

Layout Artist: Mark Dave M. Vendiola

Management Team:

- Bureau of Curriculum Development: Jocelyn DR. Andaya, Director IV, Ma. Isabel Victorino, CSDD Chief, Mark Anthony Bercando, Supervising EPS, Jona Kristen Valdez, Senior EPS, Melynda Andres, Senior EPS
- Bureau of Learning Resources

Homeroom Guidance Grade 8

Quarter 1 – Module 2:

I Can Be Better



Gabay sa Magulang/Tagapag-alaga

Isinulat ang modyul na ito upang gabayan ang mag-aaral na linangin ang kaniyang aspektong personal at sosyal, akademiko, at karera. Dinesenyo ito para sa *distance learning* o alternatibong pamamaraan ng pagkatuto na hindi nangangailangan ng pisikal na presensya sa paaralan, bilang tugon sa direktiba na pagkansela ng *face-to-face class* dulot ng pandemyang Covid-19.

Maaaring may mga pagkakataon na hingin ng inyong mag-aaral ang inyong patnubay sa pagsunod sa mga tagubilin at pagsagot sa mga tanong sa bawat bahagi ng mga gawain. Hinihiling ng DepEd ang inyong suporta upang matagumpay niyang maisakatuparan ang mga gawaing ito. Makatutulong ang araing ito upang hubugin ang kaniyang kabutihan na tanggapin ang pagkakaiba-iba ng bawat tao sa katangian, kakayahan, damdamin at pananaw. Tiyakin na sasagutin niya ang bawat bahagi ng modyul nang tapat. Siguraduhing maipapasa niya ang kaniyang sagutang papel sa petsa at oras na itinakda ng kaniyang gurong-tagapayo.

Introductory Message

For the learner:

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

This module is consist of six interactive activities for you to follow, namely:

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;

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

2

I CAN BE BETTER



Learning Objectives

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

1. identify the different ways on how to help the family and community;
2. demonstrate self-control as a responsible member of the family and the community in the current situation;
3. assess the different changes as an adolescent in terms of abilities and potentials;
4. determine the areas or situations where the similarities and differences could be of great help; and
5. appreciate the role of the familial duties in building relationships with family members.

Period: Week 2 to Week 4

Suggested Total Time Allotment: 180 Minutes

Materials needed: Paper, Ballpen



Introduction

As you grow old, you realize that your abilities and potentials become more refined compared to those in the previous years. Expectations are also adding up. You might be more focused on how you do things your way, but now you may be starting to see how you affect your family and community. You need to account now how your self-control matters to your family and community.

Moreover, you get to appreciate your similarities and differences with others and its role in dealing with the current situations. Can you imagine if all of us are thinking or living the same way? How would that affect your duties in the family and your relationship with family members?

This module offers an opportunity for you to go through the things mentioned earlier and hopefully get to upgrade your understanding of yourself and others.





Let's Try This

Vital Me

Suggested Time Allotment: (30 minutes)

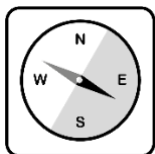
Recall situations from your younger years where you started helping your family and community. List down the help you have been rendering since that age. Copy the table below on a sheet of paper and write your answers.

Age	Help Rendered in the Family and Community
	<i>Ex.: watering the plants, washing the dishes, running errands, throwing garbage properly, working on community project, volunteering in tree planting activities</i>
1-4 years old	
5-8 years old	
9-12 years old	
13- present	

Processing Questions:

Write your answers on a sheet of paper.

1. What do you notice on the things that you have done and currently doing in your family and community? Can you cite the similarities and differences?
2. What makes such similarities or differences?



Let's Explore This

Suggested Time Allotment: (30 minutes)

On a scale of 1 to 5, with 5 as the highest and 1 as the lowest, how do you rate your self-discipline and the discipline of the members of your family? Write the first name of your family members following the table below on a piece of paper. Feel free to add or remove rows based on the number of your family members. Then, provide the reason why you rated them such. Write your answers to the processing questions after.

Family Members	Self-discipline Level	Reason
1. Me		
2.		
3.		

Processing questions: *(Please answer on a sheet of paper)*

1. What do you notice with your answers?
2. What were your considerations in writing your answers?
3. Do you think you can still improve your self-discipline?



Keep in Mind

Suggested Time Allotment: 30 minutes

Steps to Self-Discipline

Self-discipline is defined as an ability to take control of yourself particularly your behavior, emotions and impulses from committing thoughtless and irrational behavior. It usually results in unpleasant and negative experiences. It takes time to develop self-discipline and it requires certain level of awareness to fully understand how it works.

One important thing that you must learn is how to control your emotions in dealing with different situations in your family and even in your community. Self-discipline could mean being on top of your emotions and the best way to do it is to learn them first.

Most of the time, emotions direct people's actions or behavior. For instance, if you are happy, you tend to smile, do simple acts of celebration, or even talk to your family or friends about it. When you are sad, you tend to isolate yourself from people, you don't have energy to continue your daily tasks, or even keep yourself in silence. Humans react based on how we feel. Managing emotion is a good skill which forms part of self-discipline.

Here are some pointers to manage your emotions well:

1. Recognize your emotions. Be mindful how you feel on a certain situation. For instance, whenever thoughts about school work come to mind, how do you feel about it? It is important for you to differentiate your thoughts from emotions. Thoughts are usually ideas while emotions are feelings. Know that there are positive and negative emotions and both are normal part of your life.

2. The next thing to do is to name your emotion. Whenever there is a situation at home or even in the community, can you name your feelings? With the current crisis, what do you feel? With the distance-learning modality, what feelings best describe you now? You may say “I feel... happy, sad, angry, excited, scared, anxious, etc.”

3. Describe the intensity of your emotion. It is important to know how your emotion looks like or sound like? Some say that we are not supposed to make decisions at the height of our emotions. For instance, when you are too happy and somebody asks you a favor, you tend to say “yes” easily without thinking of the consequences.

4. Try to understand what your emotion is telling you as it gives you clues or messages. Appreciate how and why you felt it and if it needs certain actions. For instance, if you feel angry, do you need to act on it? Or can you just feel and let it go after?

5. Take time to be with your emotion and try not to make it cloud your ideas. Remember, your thoughts and feelings are two different things though they are interconnected.



You Can Do It!

Suggested Time Allotment: 30 minutes

Choose a family or household member and try to compare your responses on the following situations. Write your answers on a clean piece of paper following the template below.

Situations	You	Other Person
1. The number of Covid-19 cases is increasing in your barangay.		
2. Your family member broke something that is of great value to you without any apology.		
3. You are being tagged as a liar in your family.		
4. Your friend revealed your secret that he/she sworn to keep between the two of you.		
5. You failed an important test in school.		



What I have Learned

Suggested Time Allotted: 30 minutes

Based on your answers in the previous part of the module, try to analyze how you responded on the different situations. Can you say that you were in control of your emotions? Would your responses be the same if you were only 12 years old? Write your answers on a piece of paper in essay form with at least 3-4 paragraphs.



Share Your Thoughts and Feelings

Suggested Time Allotted: 30 minutes

“We are All Unique”

Write your answers on a sheet of paper.

Choose a situation at home where your family members are doing their respective tasks and are showing self-discipline. Try to relate how it helps to build a good relationship with them.

=====

For inquiries or feedback, please write or call:

**Department of Education – Bureau of Learning Resources (DepEd-
BLR)**

Office Address: Ground Floor, Bonifacio building, DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (02) 634-1074 o 634-1054; 631-4985

E-mail Address: blr.lrqad@deped.gov.ph *blr.lrpd@deped.gov.ph