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REGION VII

Kagawasan Ave., Daro, Dumaguete City, Negros Oriental



# PERSONAL DEVELOPMENT

Quarter 2 – Module 2:  
Identifying Ways to  
Become Responsible in a Relationship



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**PERSONAL DEVELOPMENT – Grade 11/12**

**Alternative Delivery Mode**

**Quarter 2 – Module 2: Identifying Ways to Become Responsible in a Relationship  
First Edition, 2020**

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# **PERSONAL DEVELOPMENT**

## **Quarter 2 – Module 2: Identifying Ways to Become Responsible in a Relationship**



# **Introductory Message**

For the facilitator:

Welcome to the Personal Development Grade 11/12 Alternative Delivery Mode (ADM) Module on Identifying Ways to Become Responsible in a Relationship!

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:



## ***Notes to the Teacher***

This contains helpful tips or strategies that will help you in guiding the learners.

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 Grade 11/12 Alternative Delivery Mode (ADM) Module on Identifying Ways to Become Responsible in a Relationship!

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:

	<b>What I Need to Know</b>	This will give you an idea of the skills or competencies you are expected to learn in the module.
	<b>What I Know</b>	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.
	<b>What's In</b>	This is a brief drill or review to help you link the current lesson with the previous one.
	<b>What's New</b>	In this portion, the new lesson will be introduced to you in various ways; a story, a song, a poem, a problem opener, an activity or a situation.
	<b>What is It</b>	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
	<b>What's More</b>	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.
	<b>What I Have Learned</b>	This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.
	<b>What I Can Do</b>	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.

	<b>Assessment</b>	This is a task which aims to evaluate your level of mastery in achieving the learning competency.
	<b>Additional Activities</b>	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.
	<b>Answer Key</b>	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.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



## What I Need to Know

This topic will help you realize and understand how to become a responsible individual in a relationship. You will be given various ways how to be responsible enough. As well as you'll learn that there are also basic rights in a relationship. We all know that each individual has a relationship. This may refer to the relationship within the family, friends, co-workers or special someone. Either of it you must know how to maintain a good relationship. And in order to acquire such, it must start within yourself.

In addition, you will also distinguish the various roles of different individuals in society and how they can influence people through their leadership. Leadership is just a simple word but means a lot. To become a good leader, you must as well be a good follower.

### LEARNING COMPETENCY:

Identify ways to become responsible in a relationship.

**EsP-PD11/12PR-IIb-9.3**

Distinguish the various roles of different individuals in society and how they can influence people through their leadership or followership.

**EsP-PD11/12PR-IIb-10.1**

At the end of the module, you should be able to:

1. Identify basic rights in a relationship;
2. Determine ways how to become responsible in a relationship;
3. Appreciate by listing down various roles of different individuals in society and how they can influence people through their leadership or followership

**Important note to remember:** This module will be collected every week so you are directed not to put any marks in here. All answers and the exact date must be written in your ACTIVITY/QUIZ notebook, or as prescribed on every given activity.

For health and safety purposes, avoid licking your fingertips, when leafing or turning pages.



## What I Know

**Directions:** Write the correct answer in your activity notebook. For multiple choice, write only the letter of your choice.

1. What should you consider when making decisions around sex and sexual limits?  
A. Your friends      B. Your family      C. Your values      D. All of the above
2. What is the best style of communication to use when making decisions about sexual limits?  
A. Aggressive      B. Assertive      C. Passive      D. None of the above
3. Name three important qualities of a healthy relationship.

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4. Which of the following is NOT an element of a healthy relationship?  
A. Open and honest communications      C. Respect one another  
B. One person makes all the decisions      D. Trust one another

5. Name a reason why you may not make healthy choices when it comes to sex.

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6. Name three resources you can turn to if you are worried about abuse in your relationship.

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7. Name three characteristics of an unhealthy relationship.

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8. What skills do you need to make healthy decisions in a relationship?  
A. Ability to persuade others, love  
B. Assertive communication, active listening, and negotiation skills  
C. Intelligence, memory, ability to do public speaking  
D. None of the above

9. Why would you choose abstinence? Give 3 reasons.

---

10. Which of the following are signs that you may be in an abusive relationship?  
A. Apologizing for your partner's behaviour  
B. Avoiding friends  
C. Bruises, scratches and other signs of injuries  
D. All of the above



## What's In

### Task 1: (*I KNOW THE SIGNS OF A HEALTHY RELATIONSHIP*)

**Direction:** Put a HEART before each statement that you think is a sign of a healthy relationship and X if you think is a sign of an unhealthy relationship. Do this in your activity notebook.

- 1. You can express your opinion without fear or dread.
- 2. You and your partner can make decisions together and fairly.
- 3. Each person takes responsibility for their own actions.
- 4. Your partner respects your feelings about sex.
- 5. Your partner supports you and your choices – even when they disagree with you.
- 6. You respect and encourage each other.
- 7. You give each other space to study or hang out with friends and family.
- 8. You are able to make your own decisions about spending your money without worrying about your partner's reaction.
- 9. You can discuss pregnancy and parenting decisions and your view is respected.
- 10. You feel isolated from friends and family.
- 11. Your partner tries to control how you spend time and who you hang out with.
- 12. Your partner tries to control how you spend money.
- 13. Your partner doesn't support your decisions.
- 14. You are sometimes forced to do something that you're not comfortable with.
- 15. Your partner threatens, insults, or humiliates you.
- 16. Your partner hurts you physically and emotionally.
- 17. Your partner doesn't keep your secrets safe.
- 18. Your partner undermines your decisions about pregnancy and parenting



## What's New

### Task 2

**Direction:** Answer the questions honestly and base it in your real-life situation.

- A. Have you been fallen in-love with someone? Yes \_\_\_\_\_ or No? \_\_\_\_\_
- B1. If yes, how long are you been in a relationship? \_\_\_\_\_
- B2. If no, why are you not interested in a relationship? \_\_\_\_\_
- C1. Does your relationship helps you grow as a better individual or the opposite way?  
\_\_\_\_\_



## What is It

### KEEPING HEALTHY RELATIONSHIP



Good relationships are fun and make you feel good about yourself. The relationships that you make in your youth years will be a special part of your life and will teach you some of the most important lessons about who you are. Truly good relationships take time and energy to develop. All relationships should be based on respect and honesty, and this is especially important when you decide to date someone.

#### In a healthy relationship, both partners:

- ✓ Are treated with kindness and respect
- ✓ Are honest with each other
- ✓ Like to spend time together
- ✓ Take an interest in things that are important to each other
- ✓ Respect one another's emotional, physical and sexual limits
- ✓ Can speak honestly about their feelings

#### Love should never hurt

Dating relationships can be wonderful! But while it's important that dating partners care for each other, it's just as important that you **take care of yourself!** About 10% of high school students say they have suffered violence from someone they date.

This includes physical abuse where someone causes physical pain or injury to another person. This can involve hitting, slapping, or kicking.

**Sexual abuse** is also a type of violence, and involves any kind of unwanted sexual advance.

**Emotional abuse** is anything that harms your self-esteem or causes shame. This includes saying things that hurt your feelings, make you feel that you aren't worthwhile, or trying to control who you see or where you go.



### Remember:

**You deserve healthy, happy relationships.**

**Abuse of any type is never okay.**

## How to communicate

Talking openly makes relationships more fun and satisfying: especially when you both talk about each other's needs for physical, emotional, mental and sexual health. You can't expect a partner to know what you want and need unless you tell them. The simple fact is that none of us are a mind reader – so it's important to be open about your needs and expectations.

In a romantic relationship, it is important to communicate openly on issues of sex and sexual health. The decision to enter into a sexual relationship is entirely up to you, and you always have the right to say "no" at any time to anything that you don't feel comfortable with. Remember that there are many ways to express love without sex.

## So what's to talk about?

- Sexually Transmitted Infections (STIs)
- Possibility of Pregnancy
- Right time for sex
- Boundaries

The decision of whether or not to have sex is up to you and you alone. You may ask yourself:

- Am I ready to have sex?
- How am I going to feel after I having sex?
- Am I doing this for the right reasons?
- How do I plan to protect myself/my partner from sexually transmitted infections or pregnancy?
- How am I going to feel about my partner afterwards?

## Talking to your Parents

You probably think that talking to your parents about sex is impossible. You're not alone; 83% of kids your age are afraid to ask their parents about sex. Yet 51% of teens actually do so. The truth is that most parents want to help their kids make smart decisions about sex. They know it's vital for teens to have accurate information and sound advice to aid the decision-making process.

If you think your parents are really nervous about raising the issue, you're probably right. Many parents think that if they acknowledge their child as a sexual being, their son or daughter will think it's okay to go ahead and have sex.

But remember: **Not every person your age is having sex.** Even if sometimes it feels like everyone is "doing it", it is important to realize that this is not true. People often talk about sex in a casual manner, but this doesn't mean they are actually having sex.

## BASIC RIGHTS IN A RELATIONSHIP

- ❖ The right to emotional support
- ❖ The right to be heard by the other and to respond
- ❖ The right have your own point of view, even if this differs from your partner's
- ❖ The right to have your feelings and experiences acknowledged as real
- ❖ The right to live free from accusation and blame
- ❖ The right to live free from criticism and judgment
- ❖ The right to live free from emotional and physical threat
- ❖ The right to live free from angry outbursts and rage
- ❖ The right to be respectfully, asked, rather than ordered



In addition to these basic relationships rights, consider how you can develop patience, honesty, kindness, and respect.

**Patience:** Patience is essential to a healthy relationship. There are times when others will respond to us in a way that is disappointing. Be willing to give the person some time to reflect, indicating that you are ready to talk when they are ready. If the person is never ready to discuss the situation, you may need professional help to resolve the issue, or ask yourself whether or not you want to continue the relationship.

**Honesty:** Honesty is another essential quality in healthy relationships. To build honesty in a relationship, you should communicate your feelings openly, and expect the other person to do the same. Over time, this builds trust.

**Kindness:** Kindness is extremely important to maintaining healthy relationships. You need to be considerate of other's feelings and other people need to be considerate of yours. Be kind when you communicate. Kindness will nurture your relationship.

**Respect:** Respect is cornerstone of all healthy relationships. If you don't have respect for another person, it will have a negative impact on all of your interactions.



## LEADERSHIP

is the art of motivating a group of people to act toward achieving a common goal

<https://www.inc.com/anne-sugar/ask-these-2-simple-questions-to-grow-as-a-leader.html>

## Community activities and civic responsibility

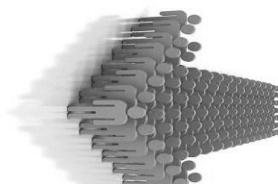
Community activity is part of civic responsibility. It's about doing things in our community because we want to or feel we should, rather than we have to by law.

You can take civic responsibility and be active in your community by:

- ✚ Joining a Youth Club, a scouting group or a local environmental or clean-up group
- ✚ Helping with a primary school play, or coordinating or coaching junior sport
- ✚ Setting up an arts space for the community or getting involved in youth radio
- ✚ Being part of a youth advisory group through the local council
- ✚ Promoting causes – for example, clean environment, recycling, get active in sports

## Role models

By getting involved with community activities, you can come into contact with like-minded peers and positive adult role models other than your parents. Interacting and cooperating with other adults encourages you to see the world in different ways. It puts your own family experiences and values into a wider context.



<https://www.td.org/insights/the-5-types-of-leaders>

## Identity and connection

Young people are busy working out who they are and where they fit in the world. They try out different identities, experiment with different styles of dress and might try out a range of different activities and hobbies. Being involved in community activities can give you a positive way of understanding who you are.

## Skills

Community activities give you the chance to apply the skills you already have. Voluntary work and community activities are also great opportunities to show initiative and develop skills to get a job. Being to manage free time, while balancing leisure, work and study, is an important life skill. Being part of community activities could motivate you to get more organized and start to manage your own time.

### Self-confidence, mental health and well-being

Community activities can boost one's self-confidence. You can learn to deal with challenges, communicate with different people and build up your life skills and abilities in a supportive environment. This is also good for your self-esteem. It's also a great foundation for general and mental health and wellbeing. These positive feelings can help protect you from sadness and depression.



<https://www.lollydaskal.com/leadership/the-skills-you-need-to-be-a-successful-leader/>

The servant – leader is servant first. It begins with the natural feeling that one wants to serve, to serve first. The conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions. The leader-first and the servant-first are two extreme types. The difference manifests itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served.

In the Servant as Leader, Greenleaf said: this story clearly says – *the great leader is seen as servant first*, and that simple fact is the key to his greatness. Leadership was bestowed upon a man who was by nature a servant. If there is a single characteristic of the servant-leader that stands out in Greenleaf's essay, it is the desire to serve. They include listening and understanding; acceptance and empathy; foresight; awareness and perception; persuasion; conceptualization; self-healing; and rebuilding community.

### Keep this in Mind

***"Management is doing things right; leadership is doing the right thing."***

*- Peter F. Drucker -*



## What's More

### Task 3: (Assess Aspects of your Development)

**Direction:** Identify the lesson being taught by each story. (5pts each) Write your answers in your activity notebook.

#### A. The Hunter and the Woodsman

A hunter, not very good, was searching for the tracks of a Lion. He asked a man felling oaks in the forest if he had seen any marks of his footsteps or knew where his lair was. "I will", said the man, "at once show you the Lion himself." "The Hunter, turning very pale and chattering with his teeth from fear, replied, "No, thank you. I did not ask that; it is his track only I am in search of, not the Lion himself."

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#### B. Bear and man lying down

Two men were travelling together, when a bear suddenly met them on their path. One of them climbed up quickly into a tree, and concealed himself in the branches. The other, seeing that he must be attacked, fell flat on the ground, and when the Bear came up and felt him with his snout, and smelt him all over, he held his breath, and feigned the appearance of death as much as he could. The Bear soon left him, for it is said he will not touch a dead body. When he was quite gone, the other traveler descended from the tree, and accosting his friend, jocularly inquired "what it was the Bear had whispered in his ear?" he replied, "He gave me this advice: Never travel with a friend who deserts you at the approach of danger."

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## What I Have Learned



I have learned that \_\_\_\_\_.

I have realized that \_\_\_\_\_.

I will apply \_\_\_\_\_.



## What I Can Do

**Direction:** Answer the questions honestly,

How are you going to handle the situation if you are the president of the **SUPREME STUDENT GOVERNMENT (SSG)** in your school and your boyfriend/girlfriend is one of the naughty students that always brought in the guidance office? How are you going handle him or her? Will you apply the rules and regulations in the school as the president even if it can destroy your relationship?



## Assessment

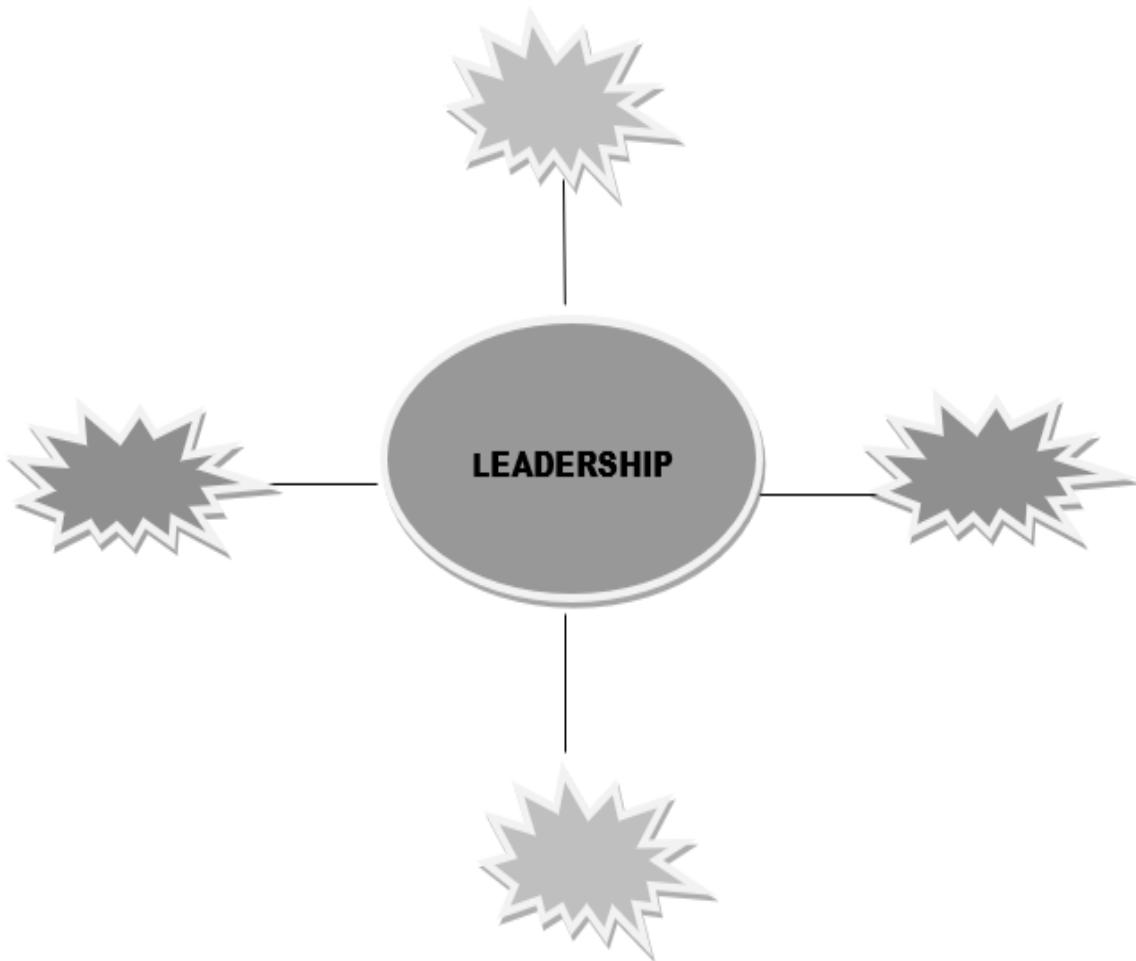
**Direction:** Write TRUE if the statement is correct and FALSE if incorrect. Do this in your activity notebook.

- \_\_\_\_\_ 1. Leaders can follow their whims and fancies.
- \_\_\_\_\_ 2. Leaders are capable to do anything they like.
- \_\_\_\_\_ 3. Leaders don't need to mind their subjects.
- \_\_\_\_\_ 4. Leaders should follow ethical principles.
- \_\_\_\_\_ 5. Leaders are responsible.
- \_\_\_\_\_ 6. Leaders are to serve others.
- \_\_\_\_\_ 7. Honesty is another essential quality in healthy relationships.
- \_\_\_\_\_ 8. In a romantic relationship, it is important to communicate openly on issues of sex and sexual health.
- \_\_\_\_\_ 9. In a romantic relationship, it is important to communicate openly on issues of sex and sexual health.
- \_\_\_\_\_ 10. Emotional abuse is anything that harms your self-esteem or causes shame. This includes saying things that hurt your feelings, make you feel that you aren't worthwhile, or trying to control who you see or where you go.



## ***Additional Activities***

**Direction:** Think of a word related to LEADERSHIP and write it inside the vacant shape. Copy the diagram in your activity notebook and answer in it.



## **Glossary**

The following terms used in this module are defined as follows:

**Community** – Is a group of living things sharing the same environment and they usually have shared interests.

**Healthy Relationship** – People talk to each other in ways that don't debase, invalidate, or belittle and they value each other's time and opinions like they value their own.

**Love** – A feeling of strong or constant affection for a person.

**Leadership** – Is the art of motivating a group of people to act toward achieving a common goal.

**Relationship** – Is any association between persons, amounting to mutual familiarity, mutual awareness of one another's identities, and meaningful understanding of their relations to one another.

**Role model** – Is a person other people look up to in order to help determine appropriate behaviors.

**Servant –leader** – Recognizes that the people doing the work generally have the best ideas about how to improve the processes they participate in.



## Answer Key

1.-5. FALSE  
6.-10. TRUE

10.-18. X

1.-9.

10. D (all of the above)  
diseases

9. to avoid early/teenage pregnancy; to avoid acquiring HIV/AIDS or other sexually transmitted diseases
8. B (assertive communication, manipulation, dishonesty, lies, fear)
7. Jealousy, abuse, obsession, manipulation, dishonesty, lies, fear
6. Family, friends, teachers, guidance counselors, parents
5. Pressure, alcohol or substance use, did not think about how you can handle the situation
4. B (one person makes all the decisions)
3. trust, respect, honesty, loyalty, open communication, fun, caring
2. B (assertive)
1. D (all of the above)

## **References**

*Fernandez, W. B., et. Al., Personal Development Learner's Guide First Edition  
(Department of Education, 2016).*

<https://www.inc.com/anne-sugar/ask-these-2-simple-questions-to-grow-as-a-leader.html>[images]

<https://www.td.org/insights/the-5-types-of-leaders>[images]

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