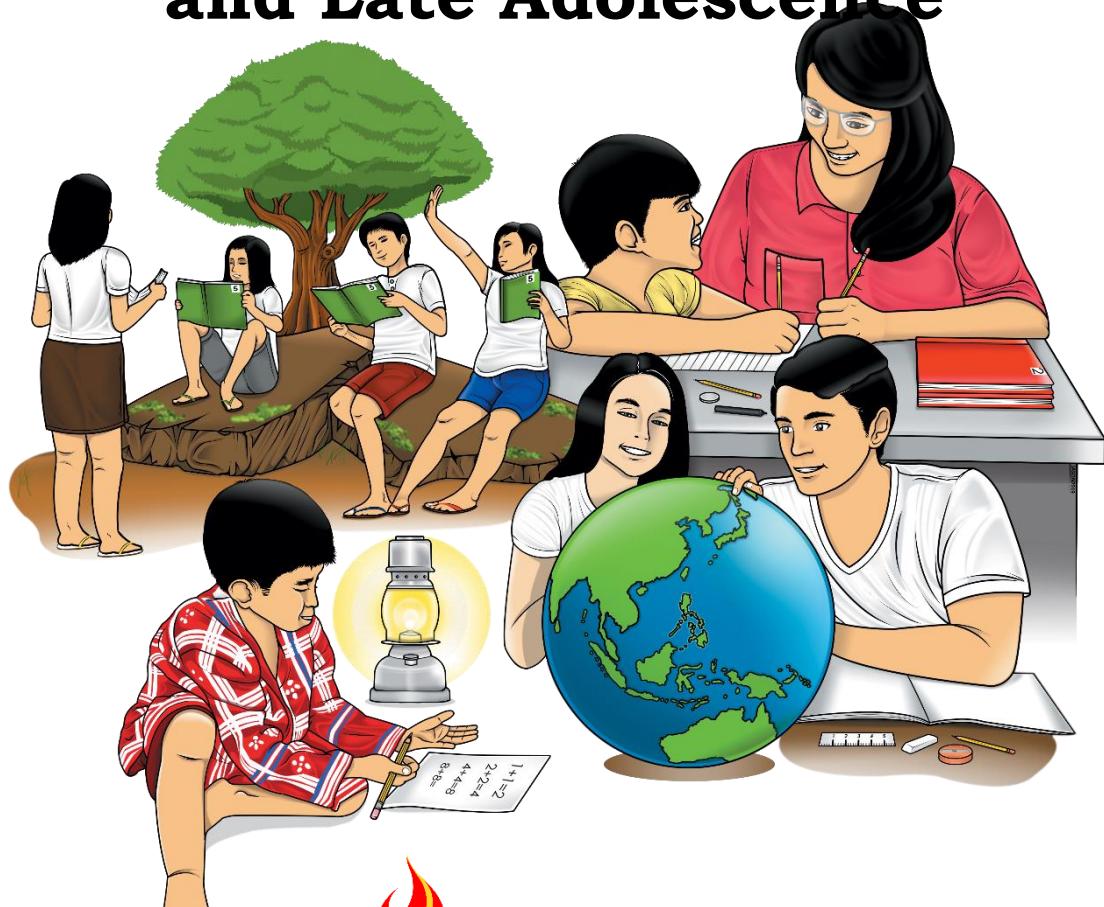


Personal Development

Quarter 1 – Module 3: Developmental Stages in Middle and Late Adolescence



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**Personal Development
Alternative Delivery Mode
Quarter 1 – Module 4: Challenges of Middle and Late Adolescence
First Edition, 2020**

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Personal Development

Quarter 1 – Module 3: Challenges of Middle and Late Adolescence

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and or/universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

Introductory Message

For the facilitator:

Welcome to the **Personality Development 12** Alternative Delivery Mode (ADM) Module on The Challenges of Middle and Late Adolescence.

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:

For the learner:

Welcome to the **Personality Development** Alternative Delivery Mode (ADM) Module on The Challenges of Middle and Late Adolescence.

The hand is one of the parts of the human body that has a myriad of symbols. It is often used to depict skill, action, and purpose. Through our hands we may learn a skill, create something new, and accomplish a task. Hence, the hand in this learning resource signifies that you as a learner are 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 you learned. This also tends to the 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.

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 done.

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!



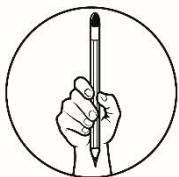
What I Need to Know

This module was designed and written with you in mind. It is here to help you master the challenges of middle and late adolescence. 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 about the Challenges of Middle and Late Adolescence.

After going through this module, you are expected to:

1. Discuss developmental tasks and challenges being experienced during adolescence (**EsP-PD11/12DS-Ic-3.1**)
 2. Evaluate one's development through the help of significant people around him/her (peers, parents, siblings, friends, teachers, community leaders) (**EsP-PD11/12DS-Id-3.2**)



What I Know

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

1. Which of the following is not included in the fundamentals of well-being?
A. Biological C. Intellectual
B. Emotional D. Social
 2. The age range for adolescent is:
A. 6-12 C. 12-25
B. 10-19 D. 15-30
 3. Which of the following is not included in the stages of adolescence?
A. Advance Adolescence C. Middle Adolescence
B. Early Adolescence D. Late Adolescence
 4. This is the beginning of adolescence stage.
A. Advance Adolescence C. Middle Adolescence
B. Early Adolescence D. Late Adolescence

5. This stage has completed the puberty for males and females.
A. Advance Adolescence C. Middle Adolescence
B. Early Adolescence D. Late Adolescence

6. This is also called as young adulthood stage.
A. Advance Adolescence C. Middle Adolescence
B. Early Adolescence D. Late Adolescence

7. Understanding abstract ideas belongs to which kind of development?
A. Cognitive C. Physical
B. Emotional D. Social

8. This stage consists of emotional and psychological development.
A. Advance Adolescence C. Middle Adolescence
B. Early Adolescence D. Late Adolescence

9. This is the stage where you gain more confidence and begin to expand your social circle
A. Cognitive B. Emotional C. Physical D. Social

10. What should you do to become a more self-sufficient adolescent?
A. Develop affection for opposite sex.
B. Accept one's body and keep it healthy.
C. Develop career goals and ways to reach them.
D. Explore attitudes towards family.

11. Which developmental milestone belongs to late adolescence?
A. Wide mood swings
B. Challenge authority or family
C. Experimentation –sex, drugs, friends
D. Decisions/ values less influenced by peers

12. The Adolescence Stage is one of the most rapid and formative phases of _____.
A. Social development C. Human development
B. Romantic relationship D. Family relationship

13. Which of the following terms refers to the beliefs about what is right behavior and what is wrong behavior.
A. Morality B. Philosophy C. Opinion D. Logic

14. What term refers to the set of qualities and beliefs that make one person or group different from others?
A. Self-concept C. Identity
B. Self-awareness D. Self-image

15. Which of the following terms refers to a person's awareness of his/her own appearance?
A. Physical identity C. Personality
B. Personal identity D. Self-concept

Lesson 3

Challenges of Middle and Late Adolescence

This module will help you understand the challenges of middle and late adolescence. It explains how adolescents can balance the expectations of other people in their lives and personal goals. It helps you better understand the importance of facing and overcoming challenges during adolescence to clarify and manage the demand of teenage years. In this lesson, you will learn to appreciate that making affirmations helps one become more lovable and capable as an adolescent.



What's In

Activity. Recount of Your Metamorphosis.

Briefly share your experience, thoughts, and feelings when you encountered the given situations below. Write an explanation on how you dealt with these circumstances to become a sensible adolescent.

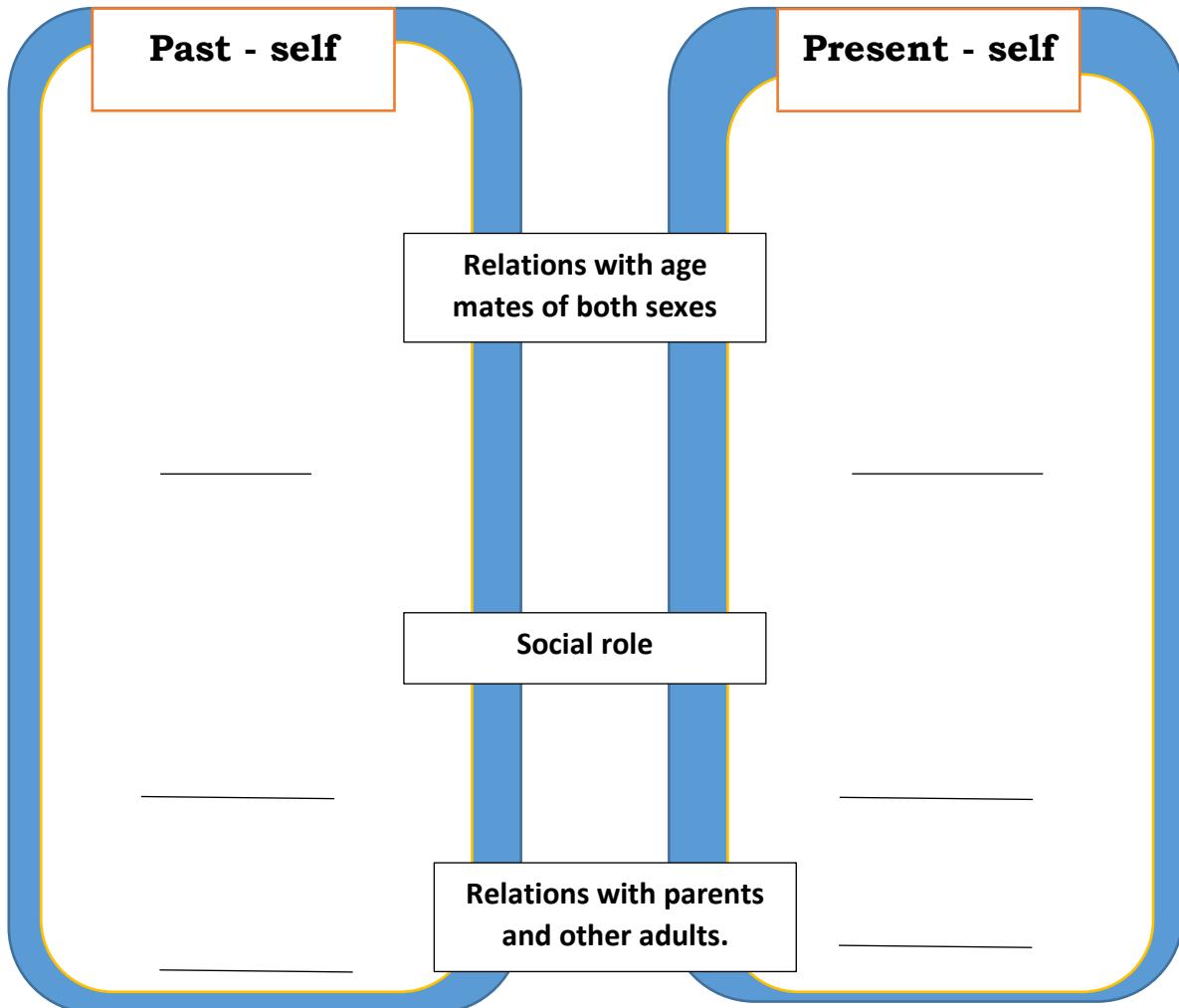
Situations	Share your experience, thoughts, and feelings	How did you deal with the changes?
Noticing your physical transformation		
Unfolding of your new role in the society		
Starting to get along with both sexes.		



What's New

Activity: Introducing Past and Present

Directions: State the changes you observed from your past-self to your present-self. You may use a separate sheet of paper for your answers.



Guide Questions:

1. What is the relevance of this activity in understanding the changes in yourself?

2. Why do you think that change is inevitable in one's growth?



What is It

Age Definitions of Adolescence

Republic Act (RA) 10354, the *Responsible Parenthood and Reproductive Health* (RPRH) Act of 2012 uses the term **adolescents** for people aged 10-19 years. This distinguishes the term from youth for those aged 15-24 years and young people, aged 10-24 years. In the Philippines, adolescents comprise 21.5% of the country's population (NSO, 2010). The Department of Health (DOH) and the Philippine Pediatric Society (PPS) divides the adolescence period into: *Early adolescence* (10-13 years old), *Middle adolescence* (14-16 years old), and *Late adolescence* (17-19 years old). At each stage, adolescents have different concerns. For example, girls in early adolescence may have just begun menstruating and are concerned with their menstrual hygiene. In comparison, girls in late adolescence are concerned with romantic relationships. Early adolescents who are attending school have unique concerns compared to late adolescents who are employed.

What is Special about Adolescents?

Adolescence stage is one of the most rapid and formative phases of human development. Adolescence is rooted in the Latin verb **adolescere** which denotes “to grow” or “to grow to maturity.” This stage signifies the period of growth: from childhood to adulthood. Apparently, there are distinctive physical, cognitive, social, emotional, and sexual developmental changes that take place during adolescence. Adolescents experience hormonal changes and puberty, new and complex sensations and emotions, and burst of emotional and physiological brain development. They also experience sexual awareness and gender identity. Gender identity refers to a person’s internal sense of gender, which may or may not match with the sex assigned at birth. They also experience evolving cognitive ability and context-influenced emotional impulse control. Cognitive ability enables adolescents to perform mental activities such problem solving and learning. Adolescents are also concerned about their physical identity. Physical identity refers to an individual’s awareness of his/her own appearance. Based on *Erikson’s Psychosocial Development Stages*, adolescents face the challenge as identity versus role confusion. They work at enhancing a sense of self by testing roles, then combining them to create a single identity.

Adolescence stage is a milestone to all individuals since it serves as the metamorphosis in becoming an adult. In this stage, adolescents started to grasp various information, engage themselves to different groups and community, as well as explore the ways of life. These haps, however, pose some challenges to every adolescent such as striving to find an answer to the question “Who am I?”

Three Stages of Adolescence

Early adolescence (10-13 years old) is the beginning stages of puberty where both sexes experience significant physical growth and increased sexual interest.

Middle adolescence (14-16 years old) is a stage where puberty is already completed. In this stage, both sexes continue to experience growing capacity for abstract ideas. This is also where numerous social and emotional changes occur.

Late adolescence (17-19 years old) is a mark of the final preparations for adult roles. The developmental demands of the late adolescence extend up to the period of young adulthood.

Challenges of Middle and Late Adolescence

Middle Adolescence (Ages 14-16)

During this stage, adolescents become morally aware (*Morality* refers to the beliefs about what is right behavior and what is wrong behavior). They have the potential ability for abstract thinking which is characterized by the ability to apply concepts and to create and comprehend generalizations. They also experience desire for independence, which is the freedom from the control or influence of other people.

Late Adolescence (Ages 17-19)

During this stage, adolescents attain increased independence and emotional stability, which enables a person to manage her emotions and life. Adolescents also attain the ability to think about ideas logically, make plans, and gain a firm sense of identity (*Identity* refers to the set of qualities and beliefs that make one person or group different from others). They are also concerned with romantic relationships.

Stages of Healthy Adolescent Development

Stage with Age Range (Approx)	Middle Adolescence (Ages 15 – 17 years)	Late Adolescence (Ages 18 -21 years)
Physical Growth	Secondary sexual characteristics advanced 95% adult height reached	Physical maturity and reproductive off and ending
Intellectual/ Cognition	Growth in abstract thought; reverts to concrete thought under stress Cause –effect relationships better understood Very self-absorbed	Abstract thought established Future oriented; able to understand, plan and pursue long range goals Philosophical and idealistic
Autonomy	Conflict with family predominates due to ambivalence about emerging independence	Emancipation: <ul style="list-style-type: none">• vocational/ technical/ college and/or work• adult lifestyle

Stage with Age Range (Approx)	Middle Adolescence (Ages 15 – 17 years)	Late Adolescence (Ages 18 -21 years)
Body Image	Less concern about physical changes but increased interest in personal attractiveness Excessive physical activity alternating with lethargy	Usually comfortable with body image
Peer Group	Strong peer alliances – fad behaviours Sexual drives emerge and teens begin to explore ability to date and attract a partner	Decision values less influenced by peers Relates to individuals more than to peer group Selection of partner based on individual preference
Identity Development	Experimentation – sex, drugs, friends, jobs, risk-taking behaviour	Pursue realistic vocational goals with training or career employment Relate to family as adult Realizations of own limitations and mortality Establishment of sexual identity, sexual activity is more common Establishment of ethical and moral value system More capable of intimate, complex relationship

Adolescents also experience challenges in peer, family, and romantic relationship.

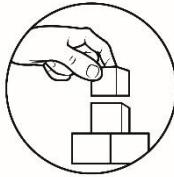
1. **Peer relationship** includes relationships with friends, neighbors, teammates, and classmates; it enables an adolescent to have independence from their parents and to develop his/her own personal identity.
2. **Family relationship** involves relationship with immediate family members including parents and siblings. An adolescent with a good family relationship makes him/her feel secured and loved.
3. **Romantic relationship** is an interpersonal relationship that involves emotional intimacy and passion with the opposite sex.

In the Philippines, many social challenges (problems that people are experiencing with their daily interaction with others) and issues such as poverty, lack of education, drug or substance abuse, sex crimes, and family problems continue to affect adolescents.

Example of social challenges during middle and late adolescence

- 1. Youth violence** refers to the intentional use of physical force or power to threaten or harm young people. Examples are sexual assault, kicking, and bullying.
 - **Bullying** refers to the abuse and mistreatment of someone vulnerable by someone stronger or more powerful.
 - **Sexual assault** is the illegal sexual contact that usually involves force upon a person without consent or is inflicted upon a person who is incapable of giving consent because of age or physical or mental incapacity.
- 2. Substance abuse** is a long-term, pathological use of alcohol or drugs, characterized by daily intoxication, inability to reduce consumption, and impairment in social or occupational functioning; broadly, alcohol or drug addiction.
- 3. Malnutrition** refers to faulty nutrition due to inadequate or unbalanced intake of nutrients or their impaired assimilation or utilization.
- 4. Reproductive Health** is a condition in which the reproductive functions and processes are accomplished in a state of complete physical, mental and social well-being.
- 5. Lack of education** is a condition in which a person has a below-average level of knowledge in basic things in life due to little or no formal schooling.
- 6. Family problems** involve conflict with family members, parenting issues, sibling rivalry, separation of parents, and financial problems.

Source: "Adolescent Health and Development Program: Manual of Operations," Department of Health. <https://www.doh.gov.ph/sites/default/files/publications/WHO DOH 2017 12082017 full.pdf> (accessed June 24, 2020).



What's More

Activity 1: Tell Tale Your Heart

Write a reflective essay to express how you feel about the expectations of your parents, siblings, friends, teachers, and community leaders in your life as an adolescent.

Rubric for Reflective Essay: (30 points)

Depth of reflection (quality of evidence and explanation)	10 points
Language	10 points
Organization	5 points
Mechanics (spelling, grammar, and punctuation)	5 points



What I Have Learned

Directions: Express what you have learned in this lesson by completing the sentences below. Use a separate sheet of paper for your answers.

1. Adolescence stage is considered as one of the most rapid and _____ of human development.
2. Examples of challenges of middle and late adolescence include _____, _____, _____, _____, and _____.



What I Can Do

Write 5 affirmations about your life. Use a separate sheet of paper for your answers.

Affirmation

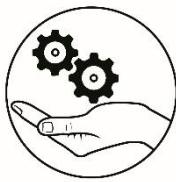
- a statement of proposition that is declared to be true.
 - statements that can help people to keep focus on self-improvements and goals in life.

Example: I believe in my ability to pursue my career advancement in the teaching profession.



Assessment

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

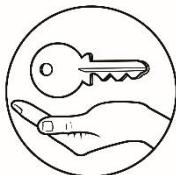


Additional Activities

Activity: Write a Letter to Yourself

Direction: Write a letter to your present self. Use a separate sheet of paper for your letter. This letter should contain the following topics:

- ✓ Recount your challenges as an adolescent and how you overcome those challenges.
- ✓ Enumerate your learnings as you go through the stage of adolescence.
- ✓ Share its significance to your future self.
- ✓ State your promise/s to your present self.



Answer Key

Assessment		What's More	What I Know
1. A	15. B	Answers may vary	1. A

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