

Health

Quarter 1 – Module 6: Development of Self-Awareness and Coping Skills



Health – Grade 7

Alternative Delivery Mode

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First Edition, 2020

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Health

Quarter 1 – Module 6:

Development of Self-Awareness and Coping Skills

Introductory Message

This Self-Learning Module (SLM) has been prepared for you so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

This SLM is composed of different parts. Each part will guide you step-by-step as you discover and understand the lesson prepared for you.

In this SLM, a pretest is provided to measure your prior knowledge on the lessons in it. The result of it will tell you if you need to proceed on completing the activities in it or if you need to ask your facilitator or your teacher's assistance for better understanding of the lessons in it. At the end of this SLM, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

Please use this SLM with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any question in using this SLM or any difficulty in answering the activities in it, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

This module was designed and written with you in mind. It is here to help you master the Development of Self-Awareness and Coping Skills. 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 activities are arranged to follow the standard sequence of the module.

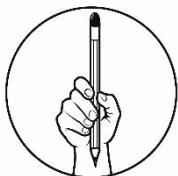
The module focuses on

- Lesson 1: Development of Self-Awareness and Coping Skills

After going through this module, you are expected to:

- apply coping skills in dealing with health concerns during adolescence (H7GD Ii-j-25).





What I Know

Directions: Classify the following coping skills/techniques into positive- reframing, support-seeking or positive problem-solving. Write **PR** if the statement refers to positive-reframing, **SS** if it refers to support-seeking and **PPS** for positive problem-solving. Write your answer in a whole sheet of paper.

1. Make a plan of action.
2. Start the day with a peaceful thought.
3. Ask advice from responsible family members.
4. If nervous, take a deep breath.
5. Be creative in solving the problems.
6. Seek professional help.
7. Focus on positive thoughts.
8. Talk to a friend who can do something about your problem.
9. Do some coping exercises.
10. Self-talk to help you change your thoughts.
11. Look at the problem as a challenge.
12. Congratulate yourself for any accomplishment.
13. Look for someone who will sympathize with you.
14. Convince yourself that you can overcome your own fears.
15. Take a deep breath when feeling nervous.

**Lesson
1**

Development of Self-Awareness and Coping Skills

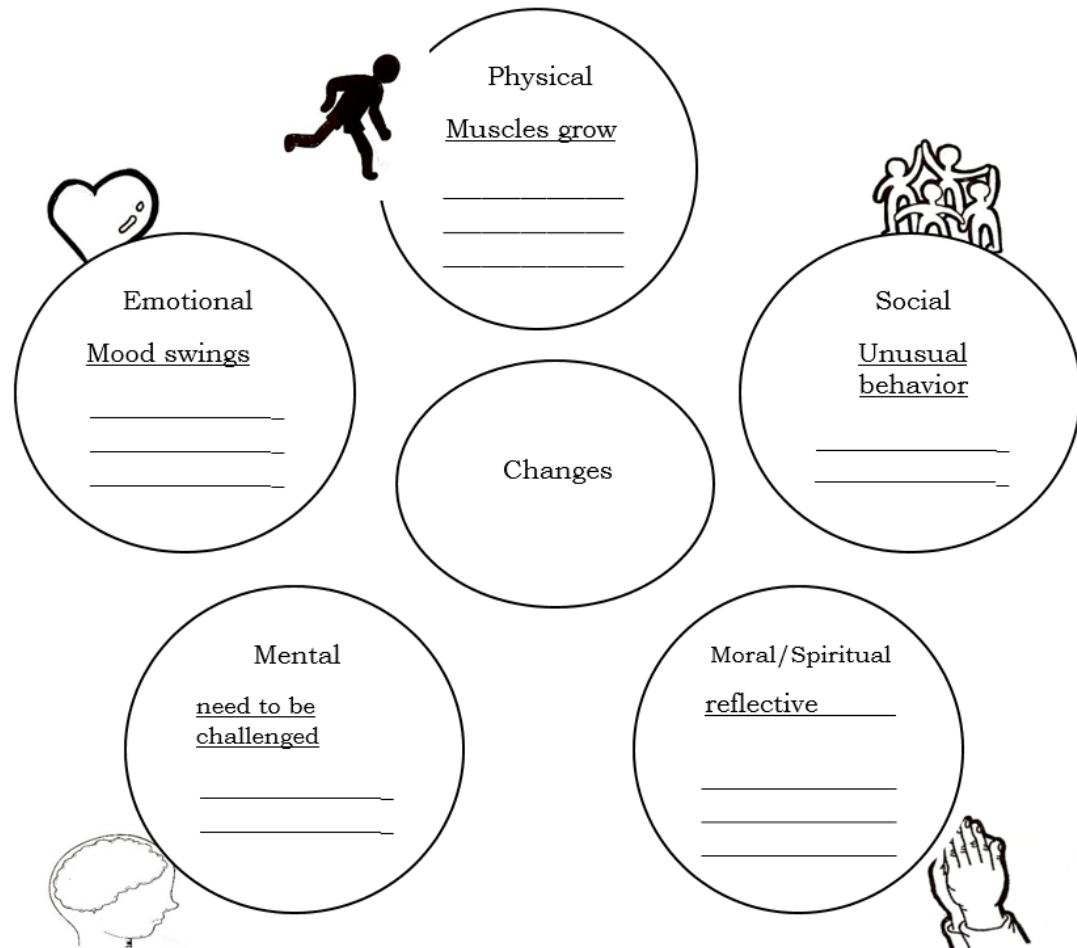
In our previous lesson you learned about the different health issues that you experience as an adolescent. Let us see if you still remember them!



What's In

Activity 1: I am Changing!

Directions: Fill in the diagram with the different changes that may happen to an adolescent for each of the given dimensions. Do this in the separate photocopied material given by your teacher.





What's New

The next activity will introduce you to the next level of learning about applying coping skills in life.

Story of Us

Read the short conversation and answer the questions that follow.

One afternoon, a grade 7 student was looking for her friend Aida. She looked for her all over the school compound and saw Aida sitting alone on a bench at the back of the school Mini Park.

Liza: Hi! I've been looking for you since this morning. Why are you sad and alone?

Aida: Some of my classmates are teasing me because of how I look. They say I'm dark and ugly.

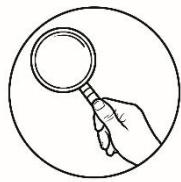
Liza: Don't mind them, Aida. Don't feel sad about your looks. Focus on your talents and be thankful for what God has given you. Your family and friends love you because you are a good person. I'm here for you. Come! I'll help you. Let us inform our class adviser about this.

Aida: Thank you Liza. You are a true friend.

Activity 1: Try to Reflect!

Directions: After reading the dialogue, answer the following questions. Write your answers in your journal.

1. How do I feel after reading the conversation?
2. What is the message of the text for me?
3. Do I have a friend?
4. Was there a time when I consulted a friend?
5. How did he/she help me solve my concern/problem?
6. Is a friend important to me?



What is It

Time to Read

As you grow, an adolescent like you may experience different changes: physically, emotionally, mentally, socially and spiritually. These changes may bring stress and anxiety if you do not know how to handle and cope with them.

Here are some of the coping strategies that you can use in ordinary life situations. Study the following coping techniques and see how you can practice them:



Positive Problem-Solving Strategies

1. Be careful and study your action.
2. Make a plan of action.
3. Look at the problem as a challenge.
4. Be creative in solving the problem.
5. Come up with the different solutions to the problem.



Support-Seeking Strategies

1. Talk to a friend who can do something about it.
2. Ask advice from responsible family members/relatives.
3. Talk to someone to find out more about the problem.
4. Look for someone who will sympathize with you.
5. Seek professional help.

Positive-reframing Strategies

Self-Talk is a way to help you change your thoughts. Here are some self-talk statements that you can use as coping skill. These statements are useful when you are under stress or facing a challenge /problem:



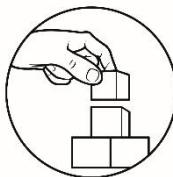
1. When you are preparing for a stressful situation, you can use any of these statements:
 - I know I can do it.
 - It's easier once I get started.
 - What exactly do I have to do?
 - Tomorrow I will be through it.
 - I have succeeded with this before.
 - I won't entertain negative thoughts.
2. When you are facing the challenge/problem:
 - I can do this.
 - I can only do my best.
 - I can ask somebody for help.
 - If I get nervous, I'll take a deep breath.
 - If I feel tense, I'll do my coping exercise.
 - It's OK to make mistakes; no one is perfect.
 - I won't rush. I will take it slowly step by step.
 - Relax! It will end.
 - Take a deep breath.
 - Lord/Allah, help me!
 - I can always call someone.
3. When you are coping with fear:
 - I'll survive this.
 - Take a deep breath.
 - Lord/Allah, help me!
 - I can always call someone.

4. Self-Congratulations:

- I did it!
- I did it well!
- Next time, I don't have to worry much.
- I've got to tell this to _____.

5. Affirmation:

- I start the day with a peaceful thought.
- Everyday in every way, I grow stronger and stronger.



What's More

This activity will make you remember the different actions that you have made in the past to solve problems.

Activity 1: Problem Solved!

Directions: Fill in the table with the different problems that you experienced. State your idea/s about the problem and the plans that led to possible solutions. (Do this in the separate photocopied material given by your teacher.)

Problems	Idea	Plans/Actions	Solutions
Oily face	My classmates avoided me because of my face.	Sought help	Consulted an expert

Think about it!

Answer the following questions and write your responses on your journal.

1. How do you feel after completing the chart?
2. Which among the problems did you consider the easiest? Why?
3. Which among the problems did you consider the most difficult? Why?
4. Which among the coping skills worked best in dealing with your problem? How did you say so?

In this activity, you will learn to use the different positive expressions that you may use in different situations.

Activity 2: Be Positive!

Directions: Complete the chart with positive expressions which will help you cope with the negative thoughts or situations that you may face as an adolescent. Choose from the given expressions inside the box. (Do this in the separate photocopied material given by your teacher.)

- A. I know I can do it.
- B. I will take it slowly step by step.
- C. I can ask somebody for help.
- D. I am a unique creation of God.
- E. It's OK to make mistakes; no one is perfect.

Negative thoughts	Positive thoughts
I am ugly and people do not like me.	D. I am a unique creation of God.
I am nervous. I don't think I'll make it to the finals.	
The procedures are difficult and complicated.	
I cannot do my reaction paper alone. I need help.	
My group got a low score in our performance today. It's my fault. I made a wrong choice of answer.	

Think About It!

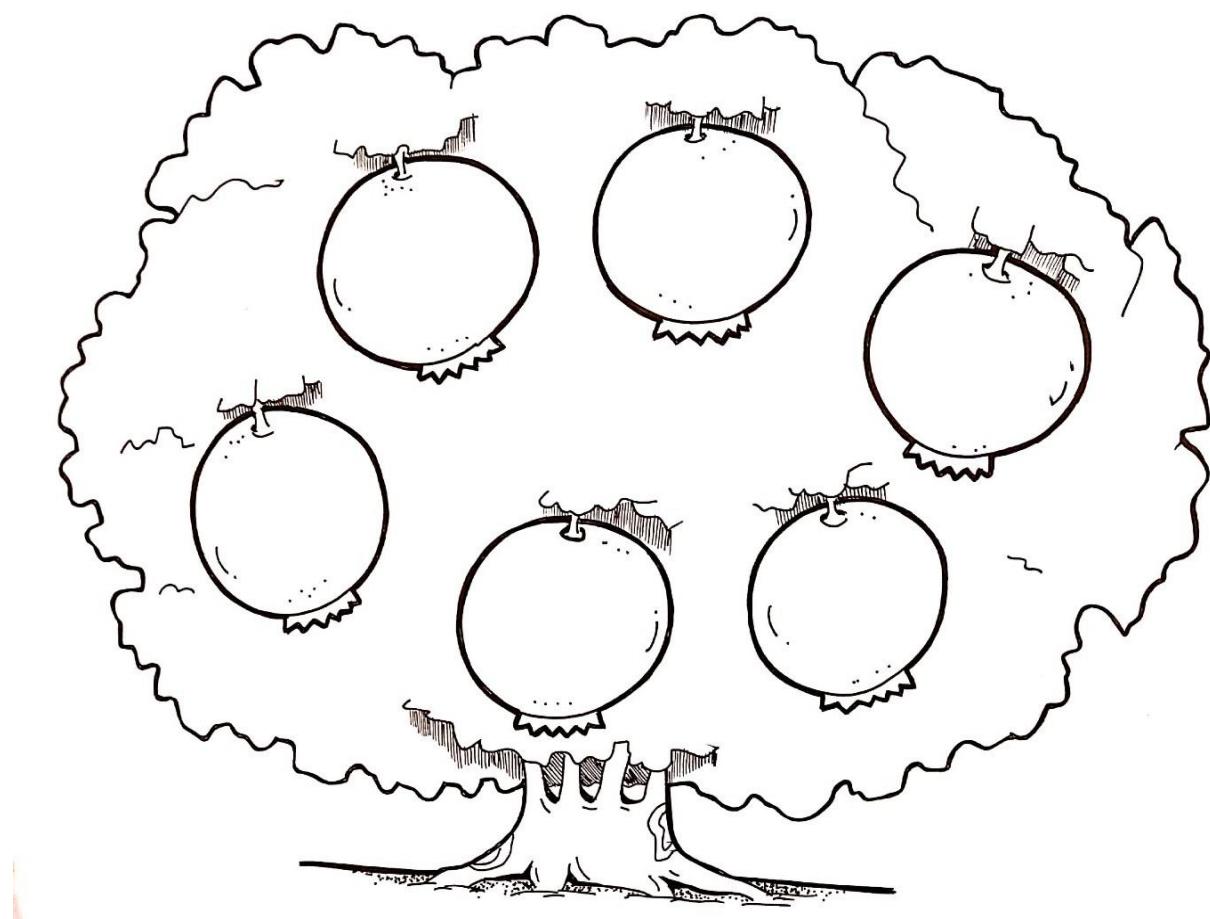
Answer the following questions and write your responses in your journal.

1. How do you feel after completing the chart?
2. Was there a time when you had any of the given negative thoughts?
3. Were you able to cope up? How did you react to that situation?

In this activity you will freely express the different desires and aspirations that you have as an adolescent.

Activity 3: Make a Wish!

Directions: Try to recall and reflect on the different struggles that you are facing right now. Using the fruits of the Wishing Tree below, list down the different things that you wanted very much to do, to be, or have for a long time. Are you ready now to do your wish list? (Do this in the separate photocopied material given by your teacher.)



Try This!

Answer the following questions and write your responses in your journal.

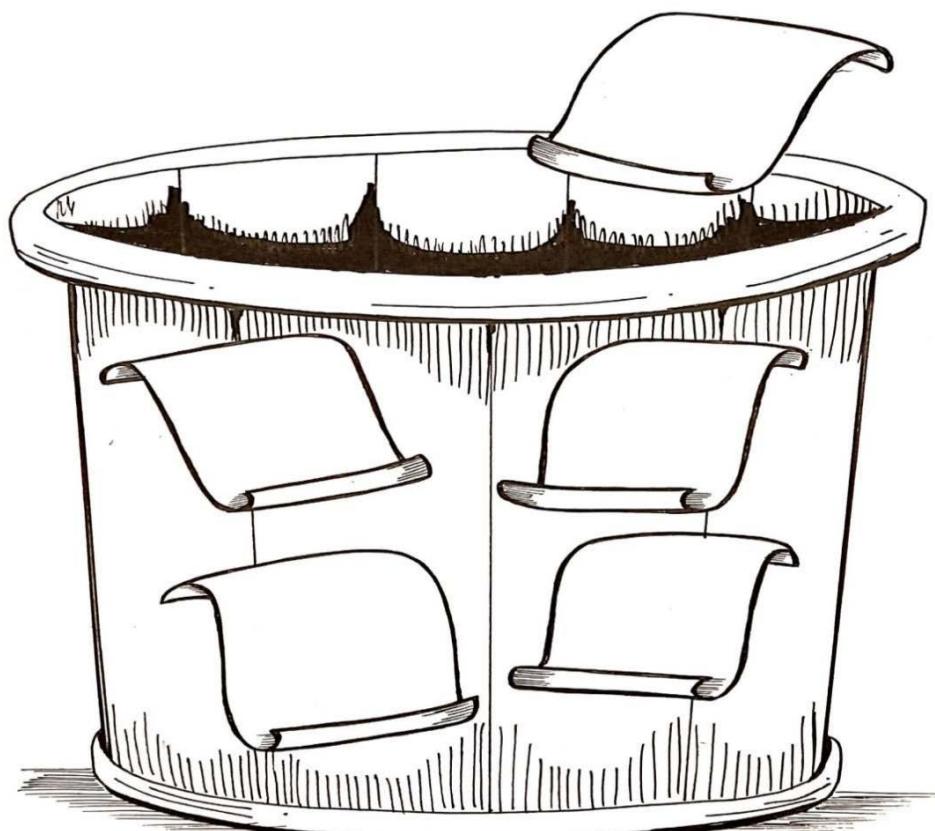
1. How do you feel after writing your wishes?
2. What would you feel for unattained wishes?
3. How will you react if you fail to attain your dreams?
4. What coping skill/s will you apply?

As you grow, many struggles are coming your way. Do not worry much because it is normal. Accepting the changes and being positive in dealing with your worries will help you overcome those problems.

This activity will help you release all your worries and doubts in life.

Activity 4: Throw it All Away!

Directions: Below is a Worry Bin. Write down all your worries and doubts to the scroll paper and put them inside the Worry Bin. (Do this in the separate photocopied material given by your teacher.)



Think About It!

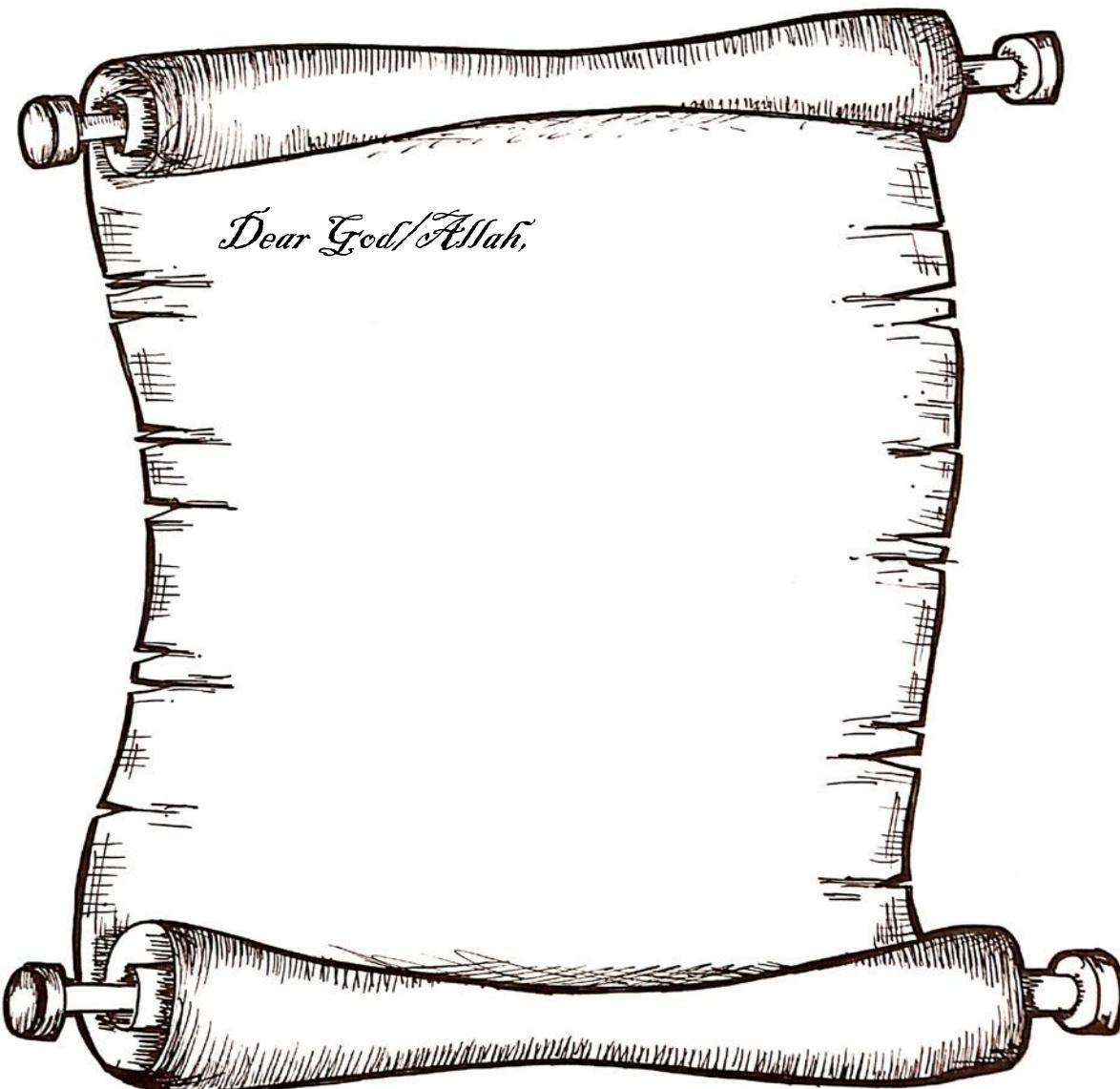
Answer the following questions and write your responses on your journal.

1. How do you feel after writing all your worries?
2. Did you feel good after releasing your worries and doubts?
3. What should you do to handle your worries?
4. What coping skill/s will you apply?

After writing your wishes and worries, it is now time for you to offer everything to God/Allah.

Activity 5: Offer a Prayer

Directions: Write a simple prayer request to God/Allah. Surrender all your worries and ask for guidance as you work on with your wishes and dreams. (Do this in the separate photocopied material given by your teacher.)



Criteria:

Creativity	4	3	2	1
Relevance of the message	4	3	2	1
Content	4	3	2	1



What I Have Learned

Activity 1: My Commitment

Directions: Write a short paragraph of 3 to 4 sentences using the given phrase/words below as the beginning. (Do this in your journal.)

Whenever I feel sad, worried and alone I would _____



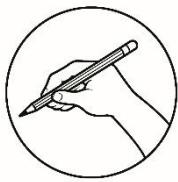
What I Can Do

One way to feel better when you are down is to remember the people who made you smile and laugh aloud. This activity will help you show appreciation to them.

Activity 1: A Page for You!

Directions: Write a letter to someone in your family or community who has been nice to you. Write down all the good things you wish for him/her.

A large rectangular area with a thin black border, designed to look like a page from a notebook. On the left side, there is a vertical icon of a scroll. In the top right corner, there is a small circular icon containing a stylized letter 'M'.

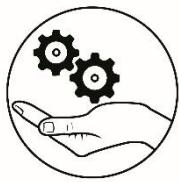


Assessment

At the end of this module, you will be assessed again to check your knowledge about the concepts and information learned.

Directions: Classify the following coping skills/techniques into positive- reframing, support-seeking or positive problem-solving. Write **PR** if the statement refers to positive-reframing, **SS** if it refers to support-seeking and **PPS** for positive problem-solving. (Write your answer in a sheet of paper.)

1. Do not act hastily.
2. Think that every day you grow stronger and stronger.
3. Seek help from a friend.
4. Always call someone if you are afraid.
5. Come up with different solutions to the problem.
6. Think that it's OK to make mistakes; no one is perfect.
7. Do not entertain negative thoughts.
8. Consult your parents if you are in a stressful situation.
9. Do not worry much, believe in your abilities.
10. Use self-talk statements to motivate yourself.

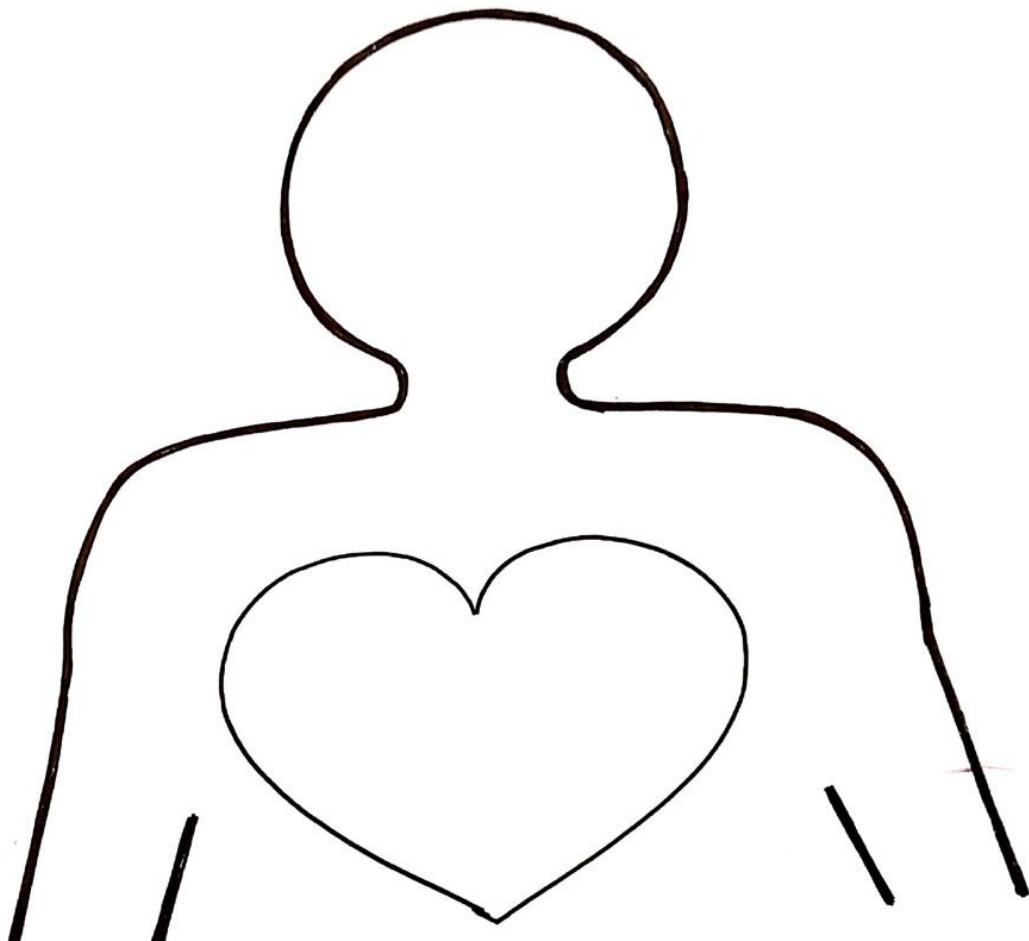


Additional Activities

Despite all the stress and worries that you experience as you grow, you should not forget to value and accept yourself. Learn to appreciate your strengths and overcome your weaknesses.

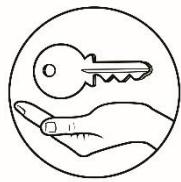
Activity 1: I love you SELF!

Directions: Draw your own face. Inside the heart, write words that best describe you as a person. Enjoy! (Do this in the separate photocopied material given by your teacher.)



Criteria:

Creativity	4	3	2	1
Neatness of work	4	3	2	1
Message	4	3	2	1
Interpretation	4	3	2	1



Answer Key

What's More	Activity 2	
1. PPS	1. PPS	Pre-Assessment
2. PR	2. PR	Post-Assessment
3. SS	3. SS	
4. SS	4. PR	
5. PPS	5. SS	
6. PR	6. SS	
7. PR	7. PR	
8. SS	8. SS	
9. PR	9. PR	
10. PR	10. PR	
11. PPS	11. PPS	
12. PR	12. PR	
13. SS	13. SS	
14. PR	14. PR	
15. PR	15. PR	

References

Department of Education, Physical Education and Health 7 Learner's Material.
Pasig City: Department of Education, 2017

Department of Education, Physical Education and Health 7 Teachers Guide. Pasig
City: Department of Education, 2017

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