



DEPARTMENT OF EDUCATION
SCHOOLS DIVISION OF NEGROS ORIENTAL
REGION VII

Kagawasan Ave., Daro, Dumaguete City, Negros Oriental



PERSONAL DEVELOPMENT

Quarter 2 – Module 4: Family Structure and Legacies



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PERSONAL DEVELOPMENT – Grade 11/12
Alternative Delivery Mode
Quarter 2 – Module 4: Family Structure and Legacies
First Edition, 2020

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Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

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PERSONAL DEVELOPMENT

**Quarter 2 – Module 4:
Family Structure and Legacies**



Introductory Message

For the facilitator:

Welcome to the Personal Development Grade 11/12 Alternative Delivery Mode (ADM) Module on Family Structure and Legacies!

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 Family Structure and Legacies!

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:

 <i>What I Need to Know</i>	This will give you an idea of the skills or competencies you are expected to learn in the module.
 <i>What I Know</i>	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.
 <i>What's In</i>	This is a brief drill or review to help you link the current lesson with the previous one.
 <i>What's New</i>	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.
 <i>What is It</i>	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
 <i>What's More</i>	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.
 <i>What I Have Learned</i>	This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.
 <i>What I Can Do</i>	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.
 <i>Assessment</i>	This is a task which aims to evaluate your level of mastery in achieving the learning competency.

 <i>Additional Activities</i>	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.
 <i>Answer Key</i>	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

It is a known fact that one's family has a great impact on individual's personal development. For most of us, Family is just a group of familiar people doing what they always do. Most children take for granted their family's ways, and they carry into adulthood numerous attitudes and behaviors acquired in childhood.

Learning family history and genealogy enhances one's identity and the perception of self by allowing one to connect their past with their present. There is healing value to look back at life in order to come to terms with experiences and integrating various aspects of a lifetime. Keep in mind that by accomplishing the activity in this module, it may also open a door to help you prevent illnesses that have been ignored in the pasts because none of the family members know about it.

LEARNING COMPETENCY:

Appraise one's family structure and the type of care he/she gives and receives, which may help in understanding himself/herself better.

EsP-PD11/12FSL-Ild-11.1

Make a genogram and trace certain physical, personality, or behavioral attributes through generation.

EsP-PD11/12FSL-Ild-e-11.2

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

- illustrate the family history of which you belong and the relationship with each other that would help you in understanding yourself better;
- trace certain personal attributes in generation by creating a genogram; and
- lovingly express and respect one's thoughts and feelings towards own family.

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.



Pre - Assessment

Direction: Modified Behavioral Chart. Write down as sincerely as you can the 3 good traits, and 3 inappropriate behaviors that which you think you have. List down also the names of your family members whom you have realized have the same traits as yours.

A. Modified Behavioral Chart & Family Structure

Good Traits	Inappropriate	Family Member/s

* If you enjoyed this activity, you may add more on the list to better understand where you are coming from.

Activity Rubric

	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Following Projects Directions	All directions were followed	You followed most directions	You followed some directions	None of the directions were followed
Use of Creativity	You used your own ideas and imagination	You used your own ideas and most of the time	You used some imagination	You did not use your own ideas or imagination
Effort Put into Project	You took your time and you worked hard on the project	You worked hard for most of the time	You put a small effort on the project	You rushed through and did not even work hard



What's In

Processing

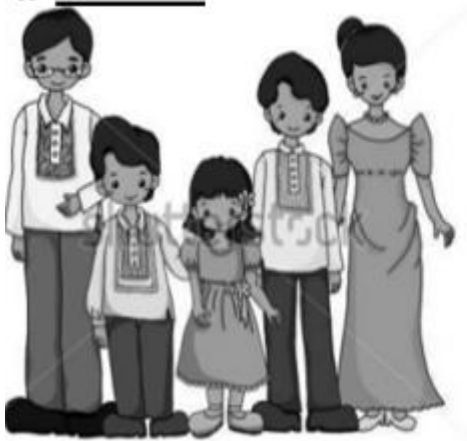
1. Referring to the list in the previous page, who do you think influenced you the most? Why?
2. Among the inappropriate behavior/s you have listed, what do you think you should do to improve yourself?

Task 1:

Directions: Identify and label the following pictures. For possible answers, read the article *Understanding Family and Traditional Family Structure* shown in the next page, or if you have internet access you may also watch YouTube by clicking the link PerDev Module 11 Family Structures and Legacies

https://www.youtube.com/watch?v=fwhdp6P_BIM

1. _____



2. _____



<http://bitly.ws/aAEx>

3. _____



4. _____



<http://bitly.ws/aAE6>

5. _____



6. _____



<http://bitly.ws/aAE6>



What's New

If you have internet access, you may watch video from YouTube: PerDev Module 11 Family Structures and Legacies https://www.youtube.com/watch?v=fwhdp6P_BIM

Understanding Family and Traditional Family Structure:

According to functionalist George Murdock, a **family** is defined as “a social group characterized by common residence, economic cooperation and reproduction. It includes adults and both sexes, at least two of whom maintain a socially approved sexual relationship and one or more children, own and adopted of the sexually co-habiting adults.”

The definition take note of the three points that:

- a) The concept of family is not necessarily linked to the concept of marriage and it is the social relationship between individuals that is important, not the legal framework to their relationship.
- b) Family groups can involve any number of adults who maintain socially-approved sexual relationships. This means that families may involve a number of men related to a single woman (or vice versa) and the "sexual relationship" does not necessarily have to be heterosexual (between people of the opposite sex), since children may be adopted into the family group.
- c) The family group involves both adults and children. This means, presumably, that a husband and wife, for example, who do not produce children are not considered to be a family.

Traditional Family Structure on the other hand is considered a family support system which involves two married individuals providing care and stability for their biological offspring.

There are various types of family that exist in today's society, and some of the more common structures include:

1. **Nuclear family:** Basically consists of two generations of family members living in the same household.
2. **Extended family:** This type of family structure generally consists of three or more generations living in the same household (or very close proximity). The usual name for this type of family is a "vertically extended group" because the "extensions" to the basic family group are inter-generational (that is, "between generations" - they involve grandparents rather than uncles or aunts).
3. **Step-families:** One consequence of high rates of divorce and remarriage (or cohabitation) is an increase in the number of families headed by step-mothers and step-fathers. This type of family is usually nuclear in form and involves parents, children of either spouse from a first marriage and (possibly) children from their present marriage
4. **Single parent family:** This can be either a father or a mother who is individually responsible for the raising of a child. The child can be by birth or adoption. They may be a single parent by choice or by life circumstances.
5. **Adoptive family:** A family where one or more of the children has been adopted. Any structure of family may also be an adoptive family.
6. **Blended family:** A family that consists of members from two (or more) previous families.
7. **Conditionally separated families:** A family member is separated from the rest of the family. This may be due to employment far away; military service; hospitalization; etc.
8. **Foster family:** A family where one or more of the children is legally, a temporary member of the household
9. **Gay or Lesbian family;** 10. **Bi-racial or multi-racial family;** 11. **Trans –racial adoptive family;** 12. **Immigrant family;** and 13. **Migrant family**

* you may search about item number 9 – 13 for knowledge enhancement.

<http://www.sociology.org.uk/notes/fstruct1.pdf>; and Personal Development Instructional Materials Compilation



What is It

The activity below allows you to relate and understand the emotional reactions of your family.

Task 2:

Directions: Pertaining to COVID 19 Pandemic, what reactions have you observed from family members living with you? Draw a star if you share that same feeling too. Some reactions are listed below, choose only the letter/s and write it on the provided space.

- a. Angry b. Calm c. Desperate d. Hopeful
e. Prayerful f. Worry g. No reaction at all

Family Structures / Members	Given Reactions	Your Reaction



What's More

The rubric bellow will help you achieve the following tasks and will guide you in tracing your Family Tree.

Task 3:

Directions: Ask your parents where you have gotten your physical attributes. List down also the names of your family members whom you have realized have the same attributes as yours.

A. Tracing Family Tree through Physical Attributes.

Physical attributes	Name of Family members or Structures
Shape of face	
Eyes, nose, mouth	
Skin color	
Height	

* If you enjoyed this activity, you may add more on the list to better understand where you are coming from.

B. Tracing Family Tree through Intellectual Attributes.

Referring to the list above, who do you think influenced you the most or give you much support in your studies? Why?

C. Tracing Family Tree through Behavioral Attributes.

Among your family members, to whom are you closest? Why?

Activity Rubric

	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Following Projects Directions	All directions were followed	You followed most directions	You followed some directions	None of the directions were followed
Use of Creativity	You used your own ideas and imagination	You used your own ideas and most of the time	You used some imagination	You did not use your own ideas or imagination
Effort Put into Project	You took your time and you worked hard on the project	You worked hard for most of the time	You put a small effort on the project	You rushed through and did not even work hard



What I Have Learned

Complete the open ended sentences. Do this in your activity notebook.

I have learned that _____.

I have realized that _____.

I will apply _____.



What I Can Do

Acknowledging whatever family you have does not only provide connections but more of a reminder of where you came from, and you may make an effort on becoming a better person than who you were yesterday. It is of great importance nowadays, that even young as you are, should know how to trace about your genealogy or family history/genogram because of the changing perceptions of families or households and how it evolved.

How families and households become more diverse?

In the 1950's, the 'traditional nuclear family' was much more common. Since then, the nuclear family has declined and other family households types increased:

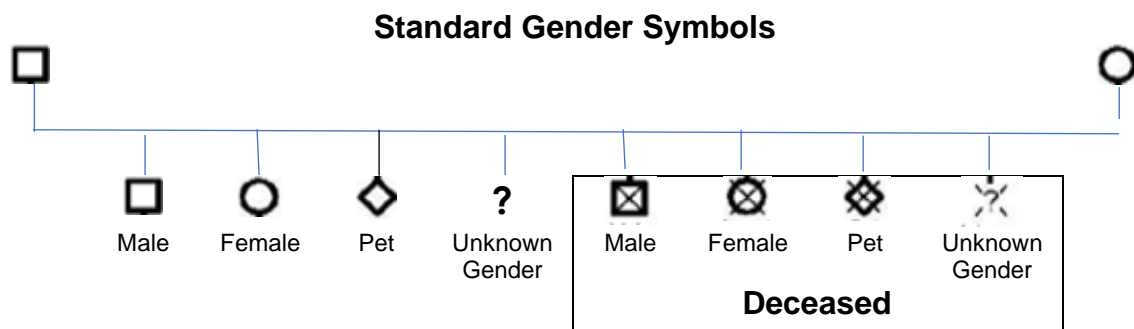
The 'main types' of family which have 'replaced' the nuclear family:

- Reconstituted families
- Divorce-extended families
- Single parent families
- Single person households
- Living Apart Together (LAT) relationships
- Multi-generational households
- The modified extended family
- Shared households/families of choice

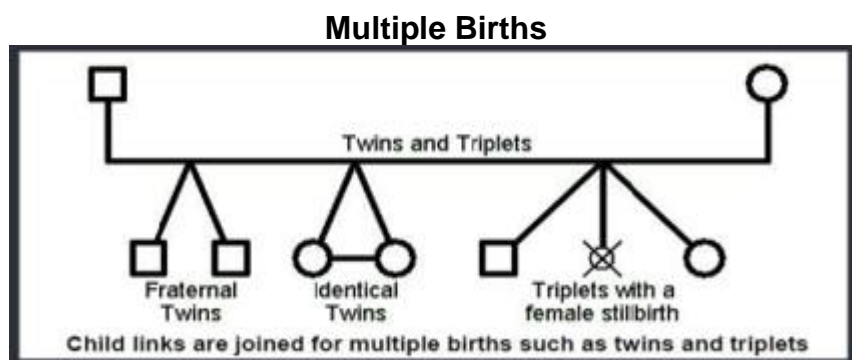
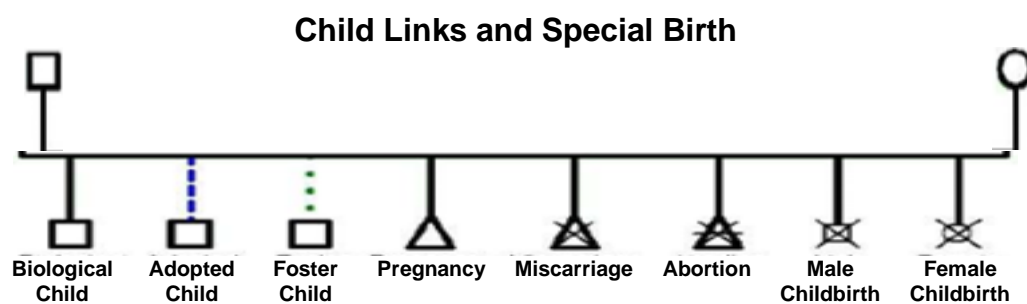
Other forms of increasing diversity (which 'cut across' those to the left)

- There are more cohabiting rather than married couples
- There is more cultural ('ethnic') diversity
- There are more openly same-sex couples and families
- There is greater 'organizational diversity' of gender roles
- There is greater 'life-course diversity'
- More adults are continuing to live with their parents

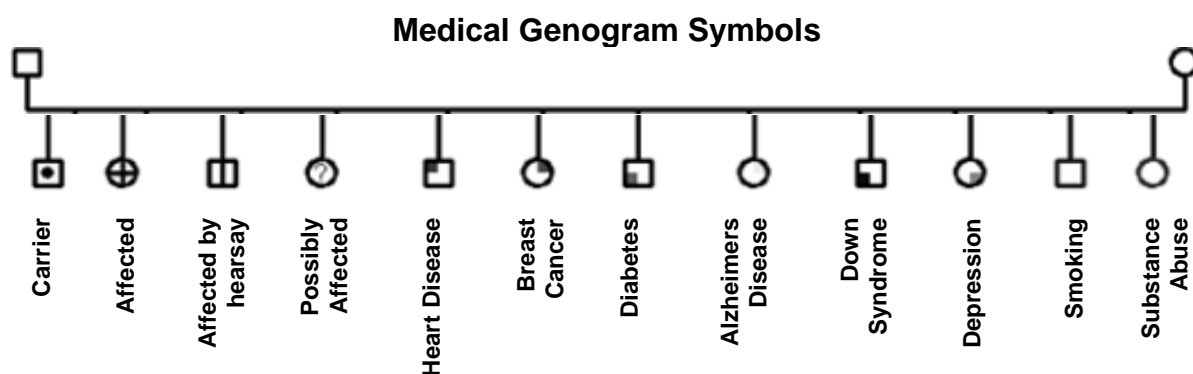
<https://revisesociology.com/2018/03/05/sociology-revision-notes-families-households-diversity/>



https://www.slideshare.net/aikabhebs/family-systems-therapy-81128854?from_action=save

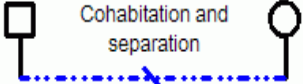
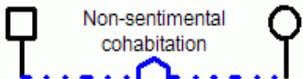
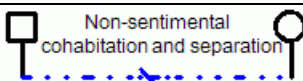
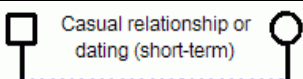
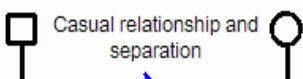
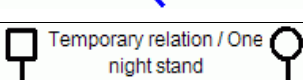
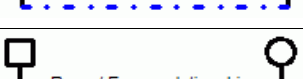

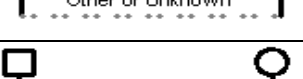


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Each Type of Family Relationship is described in the table below:

	Marriage	This family relationship represents a married couple. There is no special symbol to distinguish a civil marriage from a religious marriage. This information is easily added to the family properties.
	Separation in fact	This is the generic symbol to describe a married couple who is no longer living together. A separation is displayed by a single oblique bar.
	Legal separation	The married couple is separated and has begun legal procedure for an eventual divorce. If you know that a couple is separated, but you are not sure at what point they are in the legal procedure, it is recommended to use the separation in fact symbol.
	Divorce	The married couple has been granted a divorce.
	Nullity	The marriage was annulled. This is a rare case and legally, it signifies that the marriage never really took place. However, it could be useful to include an annulled marriage in the genogram.
	Widowed	One of the spouse died while the two individuals were married. Use this symbol only when the surviving spouse re-married, otherwise everyone in your ancestry will be widowed.
	Engagement	The two individuals are planning to marry. This status is often achieved by an exchange of engagement rings or an engagement party.
	Engagement and cohabitation	The two individuals that where planning to marry and have broken their engagement and are no longer planning to marry.
	Engagement and separation	Same as above, except the individuals are living together before the wedding.
	Legal cohabitation	There is a legal paper trail about the cohabitation. The two individuals have a written contract about the cohabitation status, involving benefits such as parental responsibility, common ownership, and inheritance.
	Legal cohabitation and separation in fact	The two individuals no longer live together, and are involved in the process of terminating their cohabitation contract.
	Legal cohabitation and official (legal) separation	The two individuals no longer live together and have officially and legally terminated their cohabitation contract.
	Cohabitation	Although there is no legal definition of cohabitation, it generally means to live under the same roof as a couple, without being married. Use this relationship to define the generic common law spouse . There is no such thing as <i>illegal cohabitation</i> !

	The generic symbol for two individuals no longer living together.
	A relation where two individuals live together, but there is no exchange of affection. This could be said of a couple who do not share a bedroom.
	A relation where two individuals used to live together, but there is no exchange of affection. This could be said of a couple who did not share a bedroom. They no longer live together.
	The action of seeing someone or dating. This does not involve any type of <i>cohabitation</i>
	The two individuals are no longer dating. This could be called ex-boyfriend or ex-girlfriend. Be aware, the term ex-boyfriend and ex-girlfriend may also be used for cohabitation and separation
	This is the polite term for having a mistress or a one-night stand. Include this type of relationship in the genogram if a child results from such a relationship.
	One individual is abusing or has abused the other individual, including date-rape, drug-rape, and wife-rape. This type of relationship is mostly used in therapy or when a child was the product of such relationship.
	A relationship not specified in the list above or unknown to the creator of the genogram. Use this symbol to highlight a unusual type of relationship.
	Since GenoPro does not create information, a blank value is used to describe an unspecified relationship when creating a new family. This is the symbol used by GenoPro to indicate the user has not yet specified the type of relationship.

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Portfolio Rubric

	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Following Projects Directions	All directions were followed	You followed most directions	You followed some directions	None of the directions were followed
Use of Creativity	You used your own ideas and imagination	You used your own ideas and most of the time	You used some imagination	You did not use your own ideas or imagination
Effort Put into Project	You took your time and you worked hard on the project	You worked hard for most of the time	You put a small effort on the project	You rushed through and did not even work hard



Assessment

I. Match Column A with Column B. Write only the letter of your choice beside the number. Do this in your activity notebook.

Column A

1. Nuclear family
2. Extended family
3. Single parent-family
4. Blended family
5. Childless family

Column B

a. A family group with 3 or more generations in a family
b. Two divorced people marry, bring with them children from the old families.
c. A couple of no kids
d. A family where one or more children has been adopted
e. A mother or father (one parent) alone raising children
f. A family group consisting of pair of adults and their children.

II. True or False. Write **T** if the answer is True, and **F** if it is false.

- ___ 6. Traditional Family Structure is considered a family support system which involves two married individuals providing care and stability for their biological offspring.
- ___ 7. Same-sex couples and families are now openly welcome in the society.
- ___ 8. More adults are still continuing to live with their parents.
- ___ 9. Single parent families are nuclear family.
- ___ 10. Conditionally Separated Family means the family is temporarily separated because one parent is cohabiting to another person not part of the family.

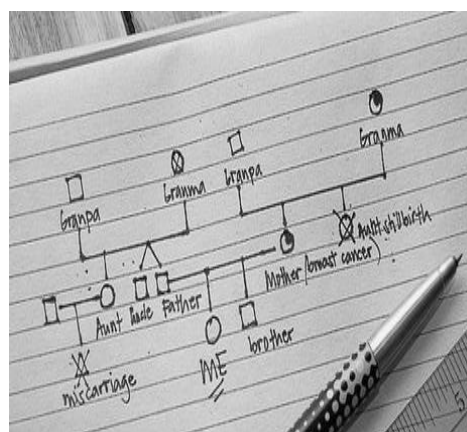


Additional Activities

PORTFOLIO OUTPUT NO. 4

Directions:

Start interviewing/asking your parents and or grandparents about your family history. Make sure you first jot down what you need to know about your roots following the guide symbols below. **Illustrate your Genealogy or Family Genogram.** This portfolio will be submitted after you finish your Module 5 next week. Compile the hard copy for that will be submitted along with other Portfolio Outputs.



Option 1. If you have a laptop and a good internet connection, you may visit genopro.com, edrawsoft.com, or simply use powerpoint or whatever software you are comfortable in accomplishing the task; or

Option 2. You may also use either manila paper, illustration board, cartolina or the backpage of an old calendar. Size is not specific because your output depends on how huge or small your family is.

Four Rules to Build a Genogram:

1. The male is always at the left of the family and the female is always at the right of the family.
2. In the case of ambiguity, assume a male-female relationship, rather than male-male or female-female relationship.
3. A spouse must always be closer to his/he first partner, then the second partner (if any), third partner, and so on...
4. The oldest child is always at the left his family, the youngest child is always at the right his family.



Answer Key

I.	II.
1. f	6 T.
2. a	7. F
3. e	8. T
4. b	9. T
5. c	10. F

Assessment

Task 3 (Tracing Family Tree through Physical Attributes)
A, B, C = All answers provided by learners is accepted

Task 2 (Family Members Living With You)
Possible answers are given as choices on page 5, or may have other answers based on their experience

Task 1 (Understanding Family Tree and Traditional Family Structures)
1. Nuclear Family (Traditional Family Structure)
2. Extended Family
3. Single Parent Family
4. Adoptive Family (Foster/Gay/Lesbian Family) is accepted
5. Foster Family (Step Family/Migrant Family) is accepted
6. Conditionally Separated Family

Pre-Assessment (Modified Behavioral Chart & Family Structure)
= answers may vary based on learners experiences

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