

Senior High School

# Personal Development

## Quarter 1 – Module 2: Developing the Whole Person



**Personal Development**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 2: Developing the Whole Person**  
**First Edition, 2020**

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# **Personal Development**

## **Quarter 1 – Module 2:**

### **Developing the Whole Person**

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](mailto:action@deped.gov.ph).

**We value your feedback and recommendations.**

# Introductory Message

## For the facilitator:

Welcome to the Personal Development Alternative Delivery Mode (ADM) Module on Developing the Whole Person!

The teacher has the freedom to use this module. This contains all the lessons and activities every learner must study and understand in this quarter. All the activities are individualized and can easily be understood and be done alone by the learner. In every activity, the learner is asked to use separate sheet of paper to avoid writing on this module. Moreover the teacher may opt to do variation to what would suit best in the learning situation of the learner.

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 Alternative Delivery Mode (ADM) Module on Developing The Whole Person!

This module is teacher and learner-friendly as it is easy to use by both of them. All the activities are engaging and interesting. Directions are brief, clear and concise, thus the learner would not have hard time executing the activities. All activities must be done in a separate paper or to the material indicated in the instruction.

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 learned. This also tends 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 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 module was designed and written with you in mind. It is here to help you master the concept of knowing oneself. 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 Developing the Whole Person. The learners would be able to learn the various aspects of holistic development: physiological, cognitive, psychological, spiritual, and social development. Also, they would be able to illustrate the connections between thoughts, feelings, and behaviors in a person's holistic development.

After going through this module, you are expected to:

1. Evaluate his/her thoughts, feelings, and behaviors (EsP-PD11/12DWP-Ib-2.2)
2. Show the connections between thoughts, feelings, and behaviors in actual life situations (P-PD11/12DWP-Ic-2.3)
3. Discuss developmental tasks and challenges being experienced during adolescence (EsP-PD11/12DS-Ic-3.1)



1. These are changes in the body that occurs to a person as he or she gets older. These usually begin during the puberty stage of a person.
  - A. Emotional
  - B. Social
  - C. Psychological
  - D. Physiological
2. This refers to the interaction of a person with another person in a community.
  - A. Emotional
  - B. Social
  - C. Psychological
  - D. Physiological
3. This means the person's ability to think, to make judgment and to give sound reasoning.
  - A. Emotional
  - B. Social
  - C. Psychological
  - D. Physiological
4. This talks about a person's relationship to his God, his faith and his moral norms.
  - A. Emotional
  - B. Social
  - C. Spiritual
  - D. Physiological
5. This is about the positive and negative feelings toward something and someone.
  - A. Emotional
  - B. Social
  - C. Spiritual
  - D. Physiological
6. This is the beginning of puberty stage.
  - A. Early Adolescence
  - B. Middle adolescence
  - C. Late Adolescence
  - D. Emerging Adulthood
7. Curiosity to their body changes results to this.
  - A. Fear
  - B. Anxiety
  - C. Excitement
  - D. Awareness
8. This is the period of risk-taking behavior.
  - A. Early Adolescence
  - B. Middle adolescence
  - C. Late Adolescence
  - D. Emerging Adulthood
9. In this stage, individuals become less impulsive, more critical and more rational.
  - A. Early Adolescence
  - B. Middle adolescence
  - C. Late Adolescence
  - D. Emerging Adulthood
10. This contributes to mood swings.
  - A. Puberty
  - B. Estrogen
  - C. Hormonal Changes
  - D. Environmental factors



11. Which among the following statements is TRUE about the early adolescence period?
  - A. Most of the teens are egocentric.
  - B. Physical growth and changes are noticeable.
  - C. They become emotionally stable.
  - D. They enjoy more hanging around with their friends.
12. Which among the following would likely create a big problem?
  - A. Teens seeking more independence from their parents.
  - B. Teens spending more time with their friends rather than their family.
  - C. Teens' curiosity over things new to them.
  - D. Teens becoming more rational.
13. Which among the following statements give off the idea that teens may give sound reasoning?
  - A. Teens are risk-takers.
  - B. When they become careful in decision-making process.
  - C. When they think outside the box.
  - D. When they become critical and rational.
14. Which among the following statements implies maturity?
  - A. Teens are risk-takers.
  - B. When they become careful in decision-making process.
  - C. When they think outside the box.
  - D. When they become critical and rational.
15. Which among the following statements does NOT talk about emerging adulthood?
  - A. Emerging adulthood happens between ages 18-25 years old.
  - B. Emerging adulthood was rooted from Erick Erickson's Psychosocial Development.
  - C. The process of identity development largely takes place after adolescence, not during emerging adulthood.
  - D. It is more described as a period of identity exploration.

## Lesson 2

# Developing the Whole Person



## *What's In*

### **Activity: 'Tick-Tack'**

**Directions:** Set your time for 10 minutes then answer the following questions in a separate sheet of paper. Once the time is up, read and reflect on your answers quietly.

Questions:

1. What changes have you experienced when you started your adolescence period?  
\_\_\_\_\_  
\_\_\_\_\_
2. Have you encountered difficulties when you started to become a young adult?  
\_\_\_\_\_  
\_\_\_\_\_
3. Cite some situations in which you had struggled much because of the transition stage.  
\_\_\_\_\_  
\_\_\_\_\_
4. How did you address the changes that you had in yourself as adolescence hit you?  
\_\_\_\_\_  
\_\_\_\_\_
5. What role did your family and friends play in addressing your adolescence stage's issues?  
\_\_\_\_\_  
\_\_\_\_\_



## What's New

### Activity: 'Flag Alert'

**Directions:** Read the statements below then decide whether you do agree or disagree on each statement. Draw a BLUE flag when you agree on the statement and draw a RED flag if you disagree.

Statements:

- \_\_\_\_\_ 1. Adolescence period has nothing to do with the physiological development of a person.
- \_\_\_\_\_ 2. The physical appearance of a person has a big impact in his self-esteem.
- \_\_\_\_\_ 3. The psychological change of an adolescent is caused by his environment.
- \_\_\_\_\_ 4. Social development of a person is anchored in a person's spiritual belief.
- \_\_\_\_\_ 5. Various development of a person is all based on 'master genes'.

### Activity: 'List Down'

**Directions:** Complete the table and list all the changes that happened to yourself when you become an adolescent.

FACTORS	CHANGES THAT HAPPENED
• How you look	
• The way you think	
• The way you make decisions	
• Likes and Dislikes	
• Types of people you love to be with	
• Types of people you don't want to be with	
• How you see life during that time	



## ***What is It***

According to Natalia Jaworska, PhD and Glenda MacQueen, MD, PhD adolescence is a unique developmental period. It is clearly understood even long before that adolescence is a period of transition from childhood to adulthood. Adolescent development happens in several stages. In each stage explicit and implicit changes happen. Observable changes occur which include physiological, mental, social, emotional and spiritual developments. Researches proved that these changes and developments take place in a particular developmental stage. However, Casey and colleagues believed that adolescence is temporarily confined but not fixed. They suggested that adolescence must be conceptualized as a developmental period rather than a temporal snapshot as it is highly variable behaviorally and developmentally.

<b>Developmental Period</b>	<b>Characteristics and observable changes</b>
<b>A. Early Adolescence</b>	<ul style="list-style-type: none"><li>• 10 to 14 years old</li><li>• This is the beginning of puberty stage.</li><li>• Changes in hormones happen which contribute to mood swings.</li><li>• Physical growth and changes are vividly significant.</li><li>• Changes in the body are noticeable like hair growth in armpits and some on the genitals.</li><li>• Males begin to experience enlargement of their testicles while females do have breast development.</li><li>• Many girls start their menstruation period at age 12, two to three years after the onset of breast development.</li><li>• Due to various body developments many become curious to what is happening to them which sometimes resulted to anxiety.</li><li>• This stage is where they value much of their privacy and their independence.</li><li>• Understanding abstract ideas is not that substantial but has eagerness to learn.</li><li>• No concrete plans for the future.</li><li>• Begins thinking and considering spiritual and moral values.</li></ul>
<b>B. Middle Adolescence</b>	<ul style="list-style-type: none"><li>• 15 to 17 years old</li><li>• Puberty stage is almost complete.</li><li>• Development in the physical aspect becomes slower among females but it continues among males.</li><li>• Emotionally unstable most of the time which is linked in the social and school environment.</li></ul>

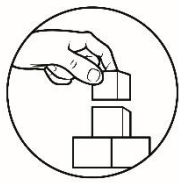
	<ul style="list-style-type: none"> <li>• Most of them are egocentric which means they think more on themselves, for they are more self-conscious on how they look or how they appear to other people.</li> <li>• Most of them spend more time with their peers rather than with their parents and siblings.</li> <li>• They enjoy much hanging around with their friends rather than staying at home with the family.</li> <li>• It is a period of risk-taking behaviors.</li> <li>• They find satisfaction in exploring and trying new things.</li> <li>• Begins to think outside the box and starts to plan for their future.</li> <li>• Most of them are very idealistic yet still unable to apply in real life situations.</li> <li>• Many become interested and involved in a romantic relationship</li> <li>• Wants to be involved in a group and seeks more independence.</li> <li>• Arguments between them and their parents do occur every time the latter impose rules.</li> <li>• This is the peak of peer pressure.</li> <li>• They become conscious of their community and get more concern for the well-being of others.</li> </ul>
<b>C. Late Adolescence</b>	<ul style="list-style-type: none"> <li>• 18 to 24 years old</li> <li>• Fewer to almost complete physical developments</li> <li>• Considers mental or cognitive growth</li> <li>• Maturity becomes evident with regard to decision-making.</li> <li>• They become less impulsive, more critical and rational.</li> <li>• They now have a better control with their emotions.</li> <li>• They can now identify their own core values.</li> <li>• Start to value family relationship</li> <li>• Becomes emotionally stable.</li> <li>• Life-plans are more specific.</li> <li>• Faith in God is stronger.</li> </ul>

On the other hand, there is a developmental stage proposed by a psychologist, Jeffrey Jensen Arnett. According to him this stage is called, **Emerging Adulthood**. This development stage happened between ages 18-25 which occurs after the adolescence period and before young adulthood. This is more described as a period of identity exploration.

This theory of Arnett was rooted from Erik Erikson's proposed stage which was the Theory of Psychosocial Development in the 20<sup>th</sup> century. This theory features eight stages that take place throughout the human life span. The fifth stage, which happens during the adolescence, is a period of identity exploration and development.

During this stage, adolescents attempt to determine who they are in the present while also imagining possible futures for themselves. It is the stage when individuals begin to pursue specific options for their lives, forgoing other options.

For Arnett, adolescence is no longer the primary period of identity exploration instead it is the emerging adulthood stage. He based his claims on the demographic changes that had taken place in the decades since Erickson's work. Since in the mid-1900s, social and economic shifts in the United States and other Western countries have led to increased college attendance. Meanwhile, entry into the workforce, marriage, and parenthood has been delayed from the early 20s to the mid-to-late 20s. As a result of these changes, Arnett claimed, the process of identity development largely takes place after adolescence, during the "emerging adulthood" stage.



## ***What's More***

### **Activity: 'Pair Me'**

**Directions:** Rearrange the jumbled letters to form the words related to the lesson today. Then write that word on the space beside the statement that best describe the word.

**GICPYHIOSLO**

**AICLSO**

**PISRITUAL**

**ALPSYCHLOACL**

**ONALITOME**

- \_\_\_\_\_ 1. These are changes in the body that occurs to a person as he or she gets older. These usually begin during the puberty stage of a person.
- \_\_\_\_\_ 2. This refers to the interaction of a person with another person in a community.
- \_\_\_\_\_ 3. This talks about a person's relationship to his God, his faith and his moral norms.
- \_\_\_\_\_ 4. This means the person's ability to think, to make judgment and to give sound reasoning.
- \_\_\_\_\_ 5. This is about the positive and negative feelings towards something and someone.

### Activity: 'ReACTION'

**Directions:** Give your reaction whether the following situations stated naturally happens or is a rare case and then give a possible action on how to solve the problem. Use a separate sheet for your answer.

1. Melvin has just turned 14 years old and he noticed his voice started to change. Because of this he felt ashamed to mingle with his friends.

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2. Melba wanted to sleep over at her friend's house along with their peers. Her parents learned that there will be no one to look after them, for her friend's parents work at night. Because of that, Melba was prohibited to join. Melba was so upset.

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3. Michael's parents decided to change religion. He was hesitant to join because of its stricter doctrine compare to their previous religion. Since he was only 15 and had no concern about religion, he refused to join his parents which resulted to a big argument.

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4. At the age of 21, Marah broke up with her boyfriend for two years. The latter who was already 26 years old wanted then to get married, but she refused which resulted to their break up. She was badly hurt, however, she was not yet ready to settle down for she has still more dreams to fulfill.

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## ***What I Have Learned***

### **Activity: “Fill Me!”**

**Directions:** Show how much you have learned from this lesson by completing the graphic organizer below. Write at least five (5) unique changes and characteristics of each developmental period.

<b>STAGES IN THE ADOLESCENCE PERIOD</b>	
<b>Early Adolescence</b>	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
<b>Middle Adolescence</b>	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
<b>Late Adolescence</b>	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
<b>Emerging Adulthood</b>	1. _____ 2. _____ 3. _____ 4. _____ 5. _____





**Directions:** Recall your experiences when you were in the early and middle adolescence period. Compose a poem consisting of five paragraphs that would narrate some of the highlights of your life during those years.

[illegible]

CATEGORY	10 PTS	5PTS
Relevance to topic	The concept is related to the topic and directly points out the characteristics and changes that happened in that given period.	The concept is somewhat related to the topic and somehow points out the characteristics and changes
Creativity	The poem is artistically and creatively done.	The poem is somehow artistically and creatively done.

## Activity 2: ‘Let’s Reflect!’

**Directions:** Write a short reflection about the changes that happened in your life whether it is physical, mental, emotional, social and spiritual. Which among these stages do you consider as the most challenging? Why? How did you cope with these changes?

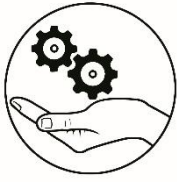
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## ***Assessment***

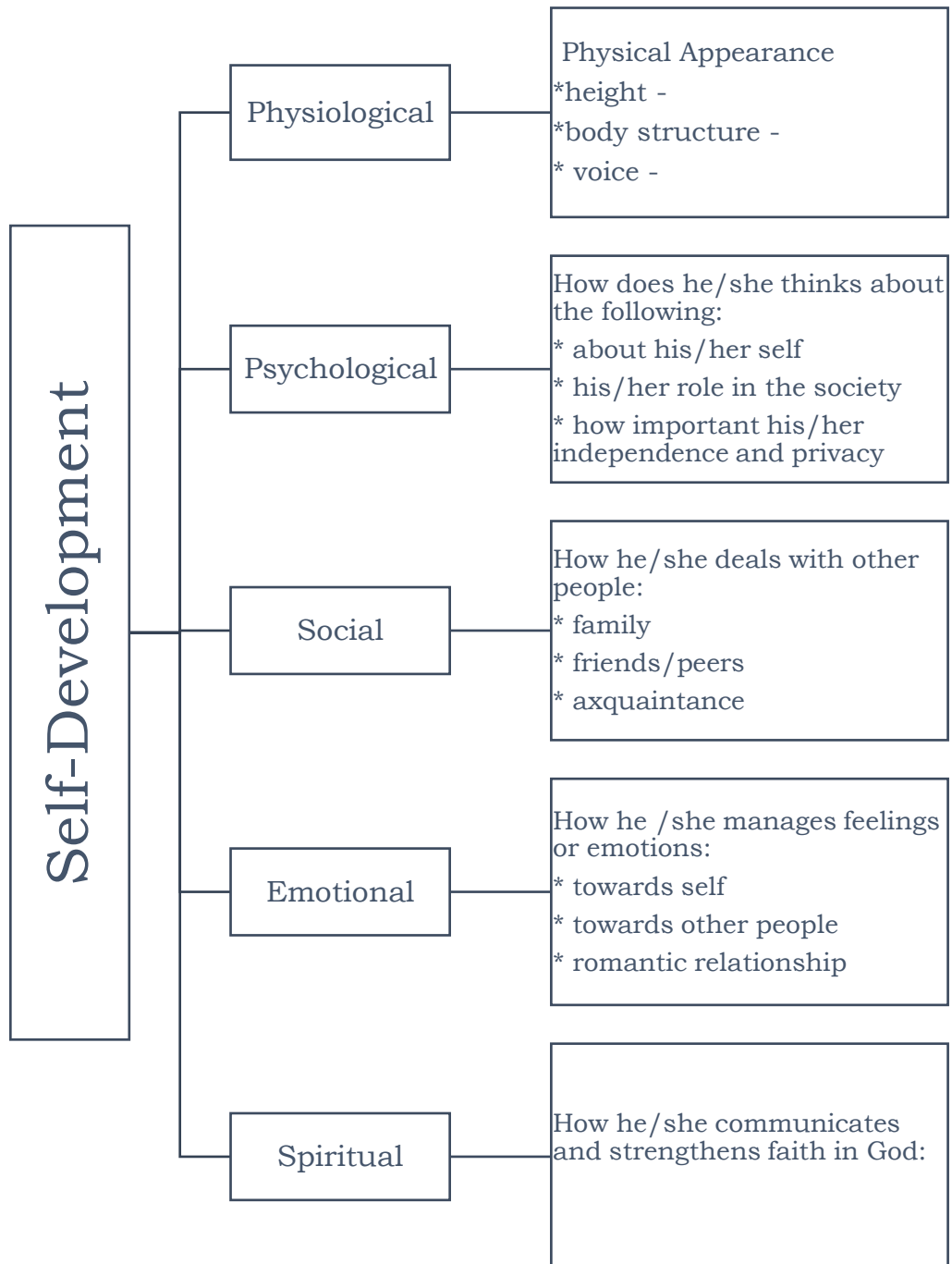
Directions: Determine whether the statement is TRUE or FALSE.

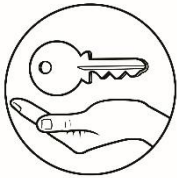
1. Middle adolescence happens between ages 10 to 14 years old.
2. Physical changes stop when they hit the late adolescence period.
3. Firmness in decision-making becomes valuable to those who are in the young adulthood.
4. During the middle adolescence stage, adolescents start to establish long-term objectives.
5. In early adolescence stage, adolescents are easy-go-lucky, yet they have already the awareness of life norms.
6. Arguments begin between teens and their parents during the late adolescence stage.
7. In early adolescence period, teens seek independence yet they still need their parents' assistance.
8. Emerging adulthood characteristics are manifested in middle adolescence period.
9. Middle adolescence period is idealistic yet rational.
10. Peak of peer pressure happens during early adolescence period.
11. Teens are prone to depression for they are emotionally unstable which is caused by hormonal changes.
12. Identity development takes place during the emerging adulthood stage.
13. In emerging adulthood, they begin analyzing their present situation and begin imagining who they will be in the future.
14. Being emotionally unstable is linked to social and environmental factors.
15. Teens in the early adolescent period focus more on how they will appear in front of other people.



## Additional Activities

Directions: Conduct an interview with a friend or family relative about the changes happened to them during their adolescence period, complete the organizer below. Draw and accomplish the organizer on a separate sheet of paper.





## Answer Key

<p><b>What I Know</b></p> <p>1. D 2. B 3. C 4. C 5. A 6. A 7. B 8. B 9. C 10. C 11. B 12. C 13. D 14. B</p>	<p><b>What's More</b></p> <p>1. PHYSIOLOGICAL 2. SOCIAL 3. SPIRITUAL 4. PSYCHOLOGICAL 5. EMOTIONAL</p> <p>Pair Me!</p>	<p><b>Assessment:</b></p> <p>1. FALSE 2. TRUE 3. TRUE 4. TRUE 5. FALSE 6. TRUE 7. TRUE 8. FALSE 9. FALSE 10. FALSE 11. TRUE 12. TRUE 13. TRUE 14. TRUE</p>
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