

Personal Development

Teacher's Guide

This learning resource 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.

**Department of Education
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**Personal Development
Teacher's Guide
First Edition 2016**

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Development Team of the Personal Development Teacher's Guide

Dr. Barbara Wong-Fernandez, RGC Estesa Xaris Que-Legaspi, RGC
Carolyn C. Quiba, RGC Mae R. Rafanan, RGC
Zisa Velasquez-Garcia, RGC

Cover Artist: Sharlyn Sanclaria
Layout Artist: Donna Gonzales

Management Team of the Personal Development Reader

Bureau of Curriculum Development
Bureau of Learning Resources

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Department of Education-Bureau of Learning Resources (DepEd-BLR)

Office Address: Ground Floor Bonifacio Building, DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (02) 634-1054 or 634-1072

E-mail Address: depedblr@gmail.com

INTRODUCTION

To the Teacher of Personal Development:

Welcome to this course, PERSONAL DEVELOPMENT, or PERDEV for short. This is a very interesting course, and can become the most personally rewarding for students, because the subject matter for this course is THEMSELVES!

The new senior high school students have now entered a new educational level, as well as a new psychological and social level, called the middle and late adolescence. They may feel that they are no longer the rapidly growing and awkward teen-ager, but may also feel that they are not quite ready to call themselves mature adults either.

This course shall make the students take a deeper look at themselves and analyze their developmental changes, their skills and traits which can help them meet the various tasks that they must undertake at this point in their lives. It shall provide them with some techniques to meet stress and other mental health issues with their own strengths and coping powers. The course shall also give them the chance to analyze their relationships with their family, friends and significant others. Finally, the PERDEV course shall help them take stock of where they are in their career development and how to get to where they want to be.

COURSE CONTENT

There are 4 units in PERDEV, as follows: Unit 1 – Self-Development; Unit 2 – Aspects of Personal Development; Unit 3 – Building and Maintaining Relationships; and Unit 4 - Career Development. There are several modules under each unit, each of which addresses a key concern in personal development.

SCHEDULE OF SESSIONS

PERDEV is a one-semester course, consisting of 80 hours divided into 20 weeks, or 4 hours per week. Depending on the school, there may be 1, 2, 3 or 4 sessions of PERDEV for each week. For purposes of this Teacher's Guide and corresponding Reader, each week is divided into 2 sessions, for a total of 40 sessions. The teacher has the flexibility to further subdivide each session into 2 sub-sessions or combine several sessions depending on the nature and needs of the students.

COURSE METHOD

PERDEV uses the experiential learning approach, wherein students will participate in activities in class to explore specific themes in their development. They will interact with classmates, do projects with them, discuss various topics, and share their own thoughts, feelings and experiences. They will also make personal reflections and write them down. In this manner of self-reflection and sharing, they help reveal and articulate relevant concepts, theories, and tools in different areas of their life.

As the teacher, your role is as guide and facilitator of this course. You shall lead the activities by giving instructions and supervising the procedures. However, since the subject matter is the students' personal development, the success of the modules depends on the participation and cooperation of each student in class.

MATERIALS FOR PERDEV

The Reader for Students contains the Activity Sheets that they will be using for the various modules, as well as Readings which provide relevant, valuable, and appropriate additional information for the topic at hand. These are only samples of informational material. You and the students are encouraged to look for more information in your Library or by surfing the Internet.

This Teacher’s Guide contains all the materials found in the Reader for Students, as well as additional activities which you will use but which were not included in the Reader as an element of surprise. It has detailed instructions for the teacher; however, the teacher should improvise and make adjustments according to the nature and characteristics of the students, the classroom setting, and the time limits available.

REQUIREMENTS FOR PERDEV

The students should have a journal or notebook for PERDEV, in which they will write their reflections, insights, comments and opinions. They should also have a portfolio for PERDEV, which may be a large brown or plastic envelope, a clear book, or an envelope bag. This is where they will store all the reflections, research outputs, journal entries, survey questionnaires, and other written materials and artwork which they do as class work, seatwork, or homework for PERDEV.

At the end of each unit, please collect the student portfolios and give each student a grade based on the completeness and quality of their work, class attendance and participation, and other special requirements that you agree on in the beginning of the semester.

PERSONAL DEVELOPMENT ASSESSMENT AND GRADING SYSTEM

Assessment of Personal Development shall be through the use of rubrics. A rubric refers to a scoring guide used to evaluate the quality of students' outputs, whether done individually or in a group. Rubrics articulate the expectations for class work or an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor.

Rubrics are often used to grade student’s work, but when used as part of a formative, student-centered approach to assessment, rubrics have the potential to help students develop understanding and skill, as well as make dependable judgments about the quality of their own work. Following are suggested rubrics that you may use to evaluate student’s performance for each of the components of the modules. These rubrics include:

1. rubric for individual work (reflection papers)
2. rubric for group work (group discussions, group projects, etc)
3. rubric for skit or role-play
4. rubric for attendance and participation

Each rubric consists of 4 criteria and 4 levels of quality, with point equivalents from 1 to 4. Hence, the maximum number of points a student may obtain for each rubric is 16 points (i.e., superior in each of the 4 criteria). At the end of each unit, sum up the points from the rubrics of each component and convert the number of points obtained by the student into a numerical grade.

There are 8 portfolio output requirements for every unit of the course, with a maximum of 16 points per output, and a maximum of 16 points for attendance per unit. The maximum number of points that can be obtained for the unit (or the quarter) is 144 points, and the number of points shall be converted to grade equivalents as follows:

Points	Grade
128-144	96-100%
111-127	91-95%
94-110	86-90%
77-93	81-85%
60-76	75-80%
Below 60	Failure

RUBRIC FOR INDIVIDUAL WORK (REFLECTION PAPERS)

	Exemplary 4 points	Sufficient 3 points	Minimal 2 points	Beginning 1 point
Self-disclosure / Depth of reflection	Student demonstrates an in-depth reflection on, and personalization of the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples from personal experiences are provided, as applicable.	Student demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are supported. Appropriate examples are provided from personal experiences, as applicable.	Student demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples are not provided or are irrelevant to the assignment.	Student demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples are not provided.
Connection to outside experiences	Student makes in-depth synthesis of thoughtfully selected aspects of experiences related to the topic and makes clear connections between what is learned from outside experiences and the topic.	Student goes into some detail explaining some specific ideas or issues from outside experiences related to the topic and makes general connections between what is learned from outside experiences and the topic.	Student goes into little detail explaining some specific ideas or issues from outside experiences related to the topic and makes very few connections between what is learned from outside experiences and the topic.	Student merely identifies some general ideas or issues from outside experiences related to the topic.
Connection to readings	Student makes in-depth synthesis of thoughtfully selected aspects of readings related to the topic and makes clear connections between what is learned from readings and the topic. Includes reference to at least two readings other than those assigned for class.	Student goes into more detail explaining some specific ideas or issues from readings related to the topic and makes general connections between what is learned from readings and the topic. Includes reference to at least one reading other than those assigned for class.	Student goes into little detail explaining some specific ideas or issues from readings related to the topic and makes general connections between what is learned from readings and the topic.	Student identifies some general ideas or issues from readings related to the topic. Readings are only those assigned for the topic.
Connection to class discussions & unit objectives	Student synthesizes, analyzes and evaluates thoughtfully selected aspects of ideas or issues from the class discussion as they relate to this topic.	Student synthesizes clearly some directly appropriate ideas or issues from the class discussion as they relate to this topic.	Student attempts to synthesize some directly appropriate ideas or issues from the class discussion as they relate to this topic.	Student has difficulty restating some general ideas or issues from the class discussion as they relate to this topic.

Adapted from: http://www.d.umn.edu/~balbert/humandiversity/grading_rubric.html

RUBRIC FOR GROUP WORK (Group Discussions, Group Projects, etc)

	Advanced 4 points	Competent 3 points	Progressing 2 points	Beginning 1 point
Contributions/ participation Attitude	Always willing to help and do more; routinely offered useful ideas; and always displays positive attitude	Cooperative; usually offers useful ideas; and generally displays positive attitude	Sometimes cooperative; sometimes offers useful ideas; and rarely displays positive attitude	Seldom cooperative; rarely offers useful ideas; and is disruptive
Working with others/ Cooperation	Does more than others; is highly productive; assumes leadership role as necessary; and works extremely well with others.	Does part of the work; is cooperative; works well with others; and rarely argues	Could have done more of the work – has difficulty; requires structure; directions and leadership; sometimes argues	Did not do any work – does not contribute; does not work well with others; usually argues with teammates
Focus on task /commitment	Tries to keep people working together; almost always focused on the task and what needs to be done; is very self-directed; and participated in all group meetings	Does not cause problems in the group; focuses on the task and what needs to be done most of the time; participated in most group meetings; and provides leadership when asked	Sometimes not a good team member; sometimes focuses on the task and what needs to be done; must be prodded and reminded to keep on task; and participated in some group meetings.	Provided no leadership; often is not a good team member; does not focus on the task and what needs to be done; lets others do the work; and participated in few or no group meetings
Communication/ listening Information sharing	Always listens to, shares with, and supports the efforts of others; provides effective feedback to other members; and relays a great deal of related information.	Usually listens to, shares with, and supports the efforts of others; sometimes talks too much; provides some effective feedback to others; and relays some basic related information.	Often listens to, shares with, and supports the efforts of others; usually does most of the talking – rarely listens to others; provides little feedback to others; and relays very little related information	Rarely listens to, shares with, or supports the efforts of others; is always talking and never listens to others; provides no feedback to others; and does not relay any related information to teammates

Adapted from : SMET Group work rubric. web.alfredstate.edu/assessment/GenEd/

RUBRICS FOR SKIT OR ROLE-PLAY

	Exceptional 4 points	Admirable 3 points	Acceptable 2 points	Attempted 1 point
Understanding of topic	Factual information is accurate; and indicates a clear understanding of topic	Factual information is mostly accurate; good understanding of topic	Factual information is somewhat accurate; and fair understanding of topic	Information is inaccurate; presentation is off topic
Accuracy and believability of role	Point-of-view, arguments, and solutions proposed were always realistic and constantly in character	Point-of-view, arguments, and solutions proposed were usually realistic and in character	Point-of-view, arguments, and solutions proposed were often realistic and in character	Point-of-view, arguments, and solutions proposed were rarely realistic and in character
Cooperation	Accepts ideas of others; able to compromise; all members contribute	Accepts most ideas without negative comments; able to compromise; some members contribute	Unwilling to compromise; few members contribute	Group does not work together; one person does all the work
Presentation	Shows confidence; informative; entertaining; engages audience; speaks loudly and clearly; appropriate use of body language	Shows some confidence; presents some information; engages audience; can be heard; some use of body language	Unsure of responsibility; somewhat informative; engages audience intermittently; hard to hear; some movement	Portrayal stalls; lacks information; audience bored; mumbles; body language is lacking; inappropriate

Adapted from: cte.sfasu.edu/wp-content/uploads/2012/01/skit.doc

RUBRIC FOR ATTENDANCE AND PARTICIPATION

	Excellent 4 points	Good 3 points	Fair 2 points	Poor 1 point
Attendance	Student is present in every class.	Student is absent for 1-2 classes but has a reasonable excuse.	Student is absent for 3-4 classes but has a reasonable excuse.	Student is absent for more than 4 classes but has no reasonable excuse
Punctuality	Student is always on time for class and often arrives early.	Student is usually on time or early for class (is tardy in class only 1-2 times).	Student is sometimes on time (was tardy in class 3-4 times), but rarely arrives early.	Student is rarely on time or early (is tardy in class 5 or more times).
Level of engagement and behavior	Student brings original thought and perspective to class discussions. Student is fully engaged and actively involved during every class. Student works cooperatively and well with all peers.	Student often participates freely in class, asks questions, and participates in discussions/works with peers cooperatively.	Student sometimes participates in class without being prompted but is reluctant to join in discussions/works with peers.	Student rarely participates in class discussions or asks questions. Interaction with peers is minimal.
Preparation	Student is always prepared in class with complete assignments and necessary materials. Student also seeks additional help between classes if necessary.	Student is usually prepared in class with complete assignments and necessary materials. He/She may have a few homework questions left to answer at the beginning of class.	Student is sometimes prepared with most of the assignments completed and with the required materials. He/She may need extra time to complete homework before turning them in.	Student is almost always unprepared for class. Assignments are not fully completed and/or they do not have other required materials.

Adapted from: iRubric. www.rcampus.com/rubricshowc.cfm?code=R5A4BC&sp=true.

K to 12 BASIC EDUCATION CURRICULUM SENIOR HIGH SCHOOL – CORE SUBJECT

Grade: 11 or 12

Core Subject Title: Personal Development

Semester:

No. of Hours/ Semester: 80 hours/ semester

Prerequisite (if needed):

Core Subject Description:

This course makes senior high school students aware of the developmental stage that they are in, for them to better understand themselves and the significant people around them as they make important career decisions as adolescents. The course consists of modules, each of which addresses a key concern in personal development. Using the experiential learning approach, each module invites students to explore specific themes in their development. Personal reflections, sharing, and lectures help reveal and articulate relevant concepts, theories, and tools in different areas in psychology.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Quarter I				
Unit 1: Self-Development (20 hours)				
1. Knowing Oneself Understanding oneself during middle and late adolescence	The learners demonstrate an understanding of... himself/herself during middle and late adolescence	The learners shall be able to... conduct self-exploration and simple disclosure	The learners... 1.1 explain that knowing oneself can make a person accept his/her strengths and limitations and dealing with others better 1.2 share his/her unique characteristics, habits, and experiences 1.3 maintain a journal	EsP-PD11/12KO-la-1.1 EsP-PD11/12KO-la-1.2 EsP-PD11/12KO-lb-1.3
2. Developing the Whole Person	the various aspects of holistic development: physiological, cognitive, psychological, spiritual, and social development	illustrate the connections between thoughts, feelings, and behaviors in a person's holistic development	2.1 discuss the relationship among physiological, cognitive, psychological, spiritual, and social development to understand his/her thoughts, feelings, and behaviors 2.2 evaluate his/her own thoughts, feelings, and behaviors 2.3 show the connections between thoughts, feelings, and behaviors in actual life situations	EsP-PD11/12DWP-lb-2.1 EsP-PD11/12DWP-lb-2.2 EsP-PD11/12DWP-lc-2.3

3. Developmental Stages in Middle and Late Adolescence	the skills and tasks appropriate for middle and late adolescence, and preparatory to early adulthood	make a list of ways to become responsible adolescents prepared for adult life	3.1 classify various developmental tasks according to developmental stage 3.2 evaluate one's development in comparison with persons of the same age group 3.3 list ways to become a responsible adolescent prepared for adult life	EsP-PD11/12DS-ic-3.1 EsP-PD11/12DS-Id-3.2 EsP-PD11/12DS-Id-3.3
4. The Challenges of Middle and Late Adolescence	the developmental changes in middle and late adolescence, and expectations of and from adolescents	clarify and manage the demands of the teen years (middle and late adolescence)	4.1 discuss that facing the challenges during adolescence may able to clarify and manage the demands of teen years 4.2 express his/her feelings on the expectations of the significant people around him/her (parents, siblings, friends, teachers, community leaders) 4.3 make affirmations that help one become more lovable and capable as an adolescent	EsP-PD11/12CA-Id-4.1 EsP-PD11/12CA-Ie-4.2 EsP-PD11/12CA-Ie-4.3
Quarter I				
Unit 2: Aspects of Personal Development (20 hours)				
5. Coping with Stress in Middle and Late Adolescence	stress and its sources; various stress responses; and coping strategies for healthful living in middle and late adolescence	identify personal ways of coping for healthful living	5.1 discuss that understanding stress and its sources during adolescence may help in identifying ways to cope and have a healthful life 5.2 identify sources of one's stress and illustrate the effect of stress on one's system 5.3 demonstrate personal ways of coping with stress for healthful living	EsP-PD11/12CS-If-5.1 EsP-PD11/12CS-If-5.2 EsP-PD11/12CS-Ig-5.3
6. The Powers of the Mind	the whole brain theory, or two hemispheres of the brain: artistic (right-brain dominant) and linear (left-brain dominant)	identify ways to improve learning using both the left and right brain	6.1 discuss that understanding the left and right brain may help in improving one's learning 6.2 explore two types of mind-mapping techniques, each suited to right brain- or left brain-dominant thinking styles 6.3 make a plan to improve learning using left and right brain through mind-mapping activities	EsP-PD11/12PM-Ig-6.1 EsP-PD11/12PM-Ig-h-6.2 EsP-PD11/12PM-Ih-6.3

7. Mental Health and Well-being in Middle and Late Adolescence	the concepts about mental health and well-being in middle and late adolescence	identify his/her own vulnerabilities and make a plan on how to stay mentally healthy	7.1 interpret the concepts of mental health and psychological well-being in everyday observations about mental health problems during adolescence 7.2 identify his/her own vulnerabilities	EsP-PD11/12MHWB-Ih-7.1 EsP-PD11/12MHWB-li-7.2
8. Emotional Intelligence	the different types of emotions and how they are expressed	identify ways to communicate and manage emotions in a healthy manner	8.1 discuss that understanding the intensity and differentiation of emotions may help in communicating emotional expressions 8.2 explore one's positive and negative emotions and how one expresses or hides them 8.3 demonstrate and create ways to manage various emotions	EsP-PD11/12EI-li-j-8.1 EsP-PD11/12EI-lj-8.2 EsP-PD11/12EI-lj-8.3
Quarter II				
Unit 3: Building and Maintaining Relationships (20 hours)				
9. Personal Relationships	the dynamics of attraction, love, and commitment	appraise one's present relationships and make plans for building responsible future relationships	9.1 discuss an understanding of teen-age relationships, including the acceptable and unacceptable expressions of attractions 9.2 express his/her ways of showing attraction, love, and commitment	EsP-PD11/12PR-Ila-9.1 EsP-PD11/12PR-Ila-9.2
10. Social Relationships in Middle and Late Adolescence	the concepts about social influence, group leadership and followership	identify the different roles of leaders and followers in society	10.1 distinguish the various roles of different individuals in society and how they can influence people through their leadership or followership 10.2 compare one's perception of himself/herself and how others see him/her 10.3 conduct a mini-survey on Filipino relationships (family, school, and community)	EsP-PD11/12SR-Ilb-10.1 EsP-PD11/12SR-Ilc-10.2 EsP-PD11/12SR-Ilc-10.3
11. Family Structures and Legacies	the impact of one's family on his/her personal development during middle and late adolescence	identify the firm and gentle sides of family care that affect a person's development during middle and late adolescence	11.1 appraise one's family structure and the type of care he/she gives and receives, which may help in understanding himself/herself better 11.2 make a genogram and trace certain physical, personality, or behavioral attributes through generations 11.3 prepare a plan on how to make the family members firmer and gentler with each other	EsP-PD11/12FSL-Ild-11.1 EsP-PD11/12FSL-Ild-e-11.2 EsP-PD11/12FSL-Ile-11.3

Quarter II				
Unit 4: Career Development (20 hours)				
12. Persons and Careers	the concepts of career development, life goals, and personal factors influencing career choices	set a personal career goal based on the results of self-assessment of various personal factors	12.1 explain that through understanding of the concepts of career and life goals can help in planning his/her career 12.2 identify the personal factors influencing career choices 12.3 take a self-assessment tool to know his/her personality traits and other personal factors in relation to his/her life goals	EsP-PD11/12PC-If-12.1 EsP-PD11/12PC-If-12.2 EsP-PD11/12PC-Ilg-12.3
13. Career Pathways	the external factors influencing career choices	make a career plan based on his/her personal goal, and external factors influencing career choices	13.1 discuss the external factors influencing career choices that may help in career decision making 13.2 identify pros and cons of various career options with the guidance of parent, teacher, or counselor 13.3 prepare a career plan based on his/her personal goal and external factors influencing career choices	EsP-PD11/12CP-Ilg-13.1 EsP-PD11/12CP-IIh-13.2 EsP-PD11/12CP-IIh-i-13.3

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Unit 1: Self-Development

ORIENTATION to PERSONAL DEVELOPMENT

Week 1 Session 1

Procedure for the Teacher:

1. Introduce yourself to the class.
2. Talk about the course Personal Development, its content and objectives (first 3 paragraphs of Reader)
3. Conduct Motivation: Nametag Match Makers
4. Explain Course Content, Course Method, Materials, and Requirements for PERDEV (found in Reader).
5. Group the class to form 3 or 4 groups and tell them to plan for a variety or talent show which they will do during the third class session, where they can showcase their talents and abilities. Give them ample time to prepare and rehearse. They can do the rehearsals during their free time.
6. Assignment: Each student should have the following materials for Personal Development: (a) a Journal notebook where they shall write their reflections, assignments, answers to exercises, etc., (b) a large brown or colored envelope or clear book where they shall store all the portfolio outputs, to be submitted to their teacher at the end of each unit or as directed; and (c) several sheets of white paper for drawings or other work assigned. Personalize their Journal notebooks and portfolio in the manner they like.

Instructions for Talent / Variety Show:

1. Ask each of the 3 or 4 class groups to choose a leader.
2. Tell them they need to prepare for the talent/variety show during Session 3.
3. The groups can decide what talent to showcase, it can be singing, dancing, acting or any talent they find interesting and creative.
4. Remind the class that each group will be given a minimum of 7 minutes and a maximum of 10 minutes to perform.
5. The leaders of all the groups, including the performing group, will rate the performance using these criteria: Originality-25%; Creativity/Resourcefulness-25%; Teamwork/Coordination-25%; Audience Impact-25%. (Please note that 5% will be automatically deducted if the performance exceeds time allotted).
6. Groups have to give qualitative comments too. Tell them that the key to effective feedback is the sandwich formula. Identify and tell their strong points, then be honest by suggesting areas for improvement and sandwich it with another strength that you can see in their performance.
7. All the ratings will be submitted to the teacher to be considered in grading the group performance.

Motivation: NAMETAG MATCH MAKERS

If nametags are already provided, use them, or you can use 5" x 7" cards for nametags. Give the following directions:

- a. Put your name in the center of your card.
- b. In the upper left corner, write your four things that you like to do.
- c. In the upper right corner, write your four favorite singers or singing groups.

- d. In the lower left corner, write your four favorite movies.
- e. In the lower right corner, write four adjectives that describe you.

When everyone finishes, have them mingle as a group for a few minutes. Without talking, they are to read the upper left corner of the other group members' cards. When time is up, they are to find one or two people who look most like them and talk with them for a few minutes. When time is up, they are to mingle again reading the upper right corner of the other group members' cards. Then, they have to find the one or two people most like them and talk with them. Repeat with the lower left corner and lower right corner information. To make sure everyone mingles with several people, you could implement a rule that no two people can be in the same group more than once.

Source: <https://oca.org/the-hub/20-something/icebreakers-to-help-participants-get-to-know-each-other-and-better-engage-i>

<p style="text-align: center;">MODULE 1: Knowing and Understanding Oneself during Middle and Late Adolescence</p>

Big Question: How can understanding oneself pave the way to self-acceptance and better relationship with others?

Objectives:

At the end of this module, learners will be able to:

1. explain that knowing themselves can make persons accept their strengths and limitations and deal with others better;
2. share their unique characteristics, habits, and experiences; and
3. start and maintain a journal

Week 1 Session 2

Topic 1: Self-Concept Inventory: Exploring One's Strengths and Limitations

Introduction / Procedure / Reminders:

1. Self-disclosure for adolescents may not be easy because of their tendency to be self-conscious and fear of being judged or rejected. Teachers are strongly encouraged to set the mood of acceptance and nonjudgmental atmosphere.
2. When the students are comfortable with one another and the mood is already set, they may proceed to the first activity. Remind students to be honest about themselves. Adolescents are sometimes confused on the difference between how they see themselves with how others see them. Tell them to answer the inventory based on how they see themselves and not of what others perceive them to be. Self-talk is more powerful.
3. Explain instructions of the Self-Concept Inventory and allow students a few minutes to answer it.
4. Ask students to write their insights and realizations in their journal. Insights must be balanced with both positive and negative observations about self. But most importantly, students must have at least 3 things that they can do in order to improve themselves.

5. Give lecturette on self-concept to help you deepen the topic.
6. Remind students to prepare for the talent/variety show for next session. Group leaders must prepare a rating sheet for each of the performing groups with the following criteria: Originality-25%; Creativity/Resourcefulness-25%; Teamwork/Coordination-25%; Audience Impact-25%.

Activity: SELF-CONCEPT INVENTORY

Take a look at your own self-concept and answer the following self-concept inventory in your journal. Give yourself a rating using the scale: 0 = very weak; 1 = weak; 2 = somewhat weak/somewhat strong; 3 = strong; 4 = very strong

1. I have strong sex appeal.
2. I am proud of my physical figure.
3. I am physically attractive and beautiful/handsome.
4. I exude with charm and poise.
5. I can easily get along with.
6. I can adjust to different people and different situations.
7. I am approachable; other people are at ease and comfortable with me.
8. I am lovable and easy to love.
9. I am a fast learner, can understand instruction easily.
10. I am intelligent.
11. I have special talents and abilities.
12. I can easily analyze situations and make right judgments.
13. I can be trusted in any transaction.
14. I have a clean conscience and carry no guilty feeling.
15. I have integrity and good reputation.
16. My friends and classmates can look up to me as a model worth emulating.
17. I can express my ideas without difficulty.
18. I talk in a persuasive manner that I can easily get people to accept what I say.
19. I can express my ideas in writing without difficulty.
20. I am a good listener.
21. I am emotionally stable and not easily rattled when faced with trouble.
22. I am logical and rational in my outlook and decisions.
23. I feel and act with confidence.
24. I am a mature person.

Scoring: Copy this table in your journal. Write your score opposite each number and get the subtotal.

Physical appeal 1 _____ 2 _____ 3 _____ 4 _____ Subtotal:	Human Relations 5 _____ 6 _____ 7 _____ 8 _____ Subtotal:	Intelligence 9 _____ 10 _____ 11 _____ 12 _____ Subtotal:
Character 13 _____ 14 _____ 15 _____ 16 _____ Subtotal:	Communications 17 _____ 18 _____ 19 _____ 20 _____ Subtotal:	Maturity 21 _____ 22 _____ 23 _____ 24 _____ Subtotal:

How do you perceive yourself?

Look at the results of your self-concept inventory and answer the following questions.

1. In what areas do you consider yourself strong (with score 14-16 or somewhat weak (score of 10-13) and very weak (below 10)?
2. Are there qualities you consider as your weakness but other people consider as your strength? What are these? Check with a partner.

Example: A lady can say "I'm ugly" yet others consider her very charming. Or conversely, one can have the illusion of saying "I am very intelligent or competent" when most of his ideas sound unreasonable or illogical to most of the people. There is indeed a big difference between what you see in yourself (real self-image) and what is projected in the eyes of the others (your social image). How realistic is your self- image? To what extent does it reflect your real self?

Source: Roldan, Amelia S. (2003). *On Becoming a Winner: A Workbook on Personality Development and Character Building. AR Skills Development and Management Services (SDMS), Paranaque City, Metro Manila.*

Lecturette: SELF-CONCEPT

Imagine yourself looking into a mirror. What do you see? Do you see your ideal self or your actual self? Your **ideal self** is the self that you aspire to be. It is the one that you hope will possess characteristics similar to that of a mentor or some other worldly figure. Your **actual self**, however, is the one that you actually see. It is the self that has characteristics that you were nurtured or, in some cases, born to have.

The actual self and the ideal self are two broad categories of self-concept. **Self-concept** refers to your awareness of yourself. It is the construct that negotiates these two selves. In other words, it connotes first the identification of the ideal self as separate from others, and second, it encompasses all the behaviors evaluated in the actual self that you engage in to reach the ideal self.

The **actual self** is built on self-knowledge. **Self-knowledge** is derived from social interactions that provide insight into how others react to you. The actual self is who we actually are. It is how we think, how we feel, look, and act. The actual self can be seen by others, but because we have no way of truly knowing how others view us, the actual self is our **self-image**.

The **ideal self**, on the other hand, is how we want to be. It is an idealized image that we have developed over time, based on what we have learned and experienced. The ideal self could include components of what our parents have taught us, what we admire in others, what our society promotes, and what we think is in our best interest.

There is **negotiation** that exists between the two selves which is complex because there are numerous exchanges between the ideal and actual self. These exchanges are exemplified in **social roles** that are adjusted and re-adjusted, and are derived from outcomes of social interactions from infant to adult development. Alignment is important. If the way that I am (the actual self) is aligned with the way that I want to be (the ideal self), then I will feel a sense of mental well-being or peace of mind. If the way that I am is not aligned with how I want to be, the **incongruence**, or lack of alignment, will result in mental distress or anxiety. The greater the level of incongruence between the ideal self and real self, the greater the level of resulting distress. Personal development modules ultimate aim is greater self-knowledge that will lead to higher alignment between these two personality domains.

Source: <http://study.com/academy/lesson/what-is-self-concept-in-psychology-definition-lesson-quiz.html>;
<http://study.com/academy/lesson/ideal-self-vs-real-self-definition-lesson-quiz.html>

Week 2 Session 3

Topic 2: Personal Effectiveness

Introduction / Procedure / Reminders:

1. Tell students that the best way to develop oneself is to express their talents and gifts in a way they enjoy.
2. Give them 5-10 minutes to prepare for the Talent or Variety Show.
3. Hold a Talent or Variety Show where students can exhibit their talents and abilities.
4. Remind the class they will be given a minimum of 7 minutes and a maximum of 10 minutes to perform.
5. While one group is performing, the other groups will rate the performance using these criteria: Originality-20%; Creativity/Resourcefulness-20%; Confidence-20%; Teamwork/Coordination-20%; Audience Impact-20% (Please note that 5% will be automatically deducted if performance time exceeds time allotted).
6. Students have to give qualitative comments too. Tell them that the key to effective feedback is the sandwich formula. Identify and tell their strong points, then be honest by suggesting areas for improvement and sandwich it with another strength that you can see in their performance.
7. All the ratings will be submitted to the teacher to be considered in grading the group performance.
8. Discuss Reading on Personal Effectiveness to help synthesize this session.
9. Ask the students to identify two (2) skills they already have and two (2) they want to develop. Write three (3) ways for them to improve on each of their identified skill.

Activity: SEARCH FOR OUTSTANDING QUALITIES

This activity is a showcase of talents of students which they previously planned and prepared. The class groups perform at the Talent or Variety Show. Audience gives feedback on the performances.

Portfolio Output No. 1: Talent / Variety Show Presentation

Each group shall have a presentation in front of the class. The leaders of each group shall rate the performance of each group based on the following criteria: originality (4 points), creativity/resourcefulness (4 points), teamwork (4 points), and audience impact (4 points), for a maximum of 16 points. Each student computes the average rating for their group and records it in their journal. They write about their experience as a group leader/member in this activity.

Lecturette: PERSONAL EFFECTIVENESS

Personal effectiveness means making use of all the personal resources – talents, skills, energy and time, to enable you to achieve life goals.

Your knowledge of yourself and how you manage yourself impacts directly on your personal effectiveness. Being self-aware, making the most of your strengths, learning new skills and techniques and behavioral flexibility are all keys to improving your personal performance.

Our personal effectiveness depends on our innate characteristics – talent and experience accumulated in the process of personal development. **Talents** first are

needed to be identified and then developed to be used in a particular subject area (science, literature, sports, politics, etc.).

Experience includes knowledge and skills that we acquire in the process of cognitive and practical activities.

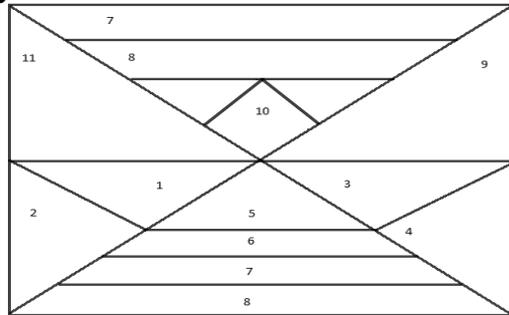
Knowledge is required for setting goals, defining an action plan to achieve them and risk assessment.

Skills also determine whether real actions are performed in accordance with the plan. If the same ability is used many times in the same situation, then it becomes a habit that runs automatically, subconsciously. Here are some skills that will greatly increase the efficiency of any person who owns them:

1. **Determination.** It allows you to focus only on achieving a specific goal without being distracted by less important things or spontaneous desires. It may be developed with the help of self-discipline exercise.
2. **Self-confidence.** It appears in the process of personal development, as a result of getting aware of yourself, your actions and their consequences. Self-confidence is manifested in speech, appearance, dressing, gait, and physical condition. To develop it, you need to learn yourself and your capabilities, gain positive attitude and believe that by performing right actions and achieving right goals you will certainly reach success.
3. **Persistence.** It makes you keep moving forward regardless of emerging obstacles – problems, laziness, bad emotional state, etc. It reduces the costs of overcoming obstacles. It can also be developed with the help of self-discipline exercise.
4. **Managing stress.** It helps combat stress that arises in daily life from the environment and other people. Stress arises from the uncertainty in an unknown situation when a lack of information creates the risk of negative consequences of your actions. It increases efficiency in the actively changing environment.
5. **Problem-solving skills.** They help cope with the problems encountered with a lack of experience. It increases efficiency by adopting new ways of achieving goals when obtaining a new experience.
6. **Creativity.** It allows you to find extraordinary ways to carry out a specific action that no one has tried to use. It can lead to a decrease or an increase of costs, but usually the speed of action is greatly increased when using creative tools.
7. **Generating ideas.** It helps you achieve goals using new, original, unconventional ideas. Idea is a mental image of an object formed by the human mind, which can be changed before being implemented in the real world. For generating ideas you can use a method of mental maps, which allows you to materialize, visualize and scrutinize all your ideas, which in turn contributes to the emergence of new ideas. These are just some, but the most important personal effectiveness skills which make the achievement of any goal easier and less costly.

Source: <http://www.chrysalisdevelopment.com/page6/page4/page4.html>
<http://www.learning-mind.com/7-basic-personal-effectiveness-skills/>

Activity: MY BANNER – THE TREASURE WITHIN ME



In the spaces indicated by numbers, write down the following

- | | |
|---------|---|
| 1 and 2 | two things I do very well |
| 3 and 4 | my two greatest achievements in life |
| 5 | what in myself am I proudest of |
| 6 | my happiest moment |
| 7 | positive words that my friends use to describe me |
| 8 | a personal goal that I have already achieved |
| 9 | three blessings for which I am most thankful to God |
| 10 | three of my positive qualities |
| 11 | difficulties, challenges and problems that I was able to solve and overcome |

Processing: BUILD ON YOUR STRENGTHS AND WORK ON YOUR WEAKNESSES

Most failures emanate from weaknesses that are not recognized or probably recognized but not given appropriate attention or remedy. This could be a weakness in communications, personality or ability. Instead of giving up or indulging in self-pity, take action. Go for speech lessons, get skills upgrading, attend personality development sessions or whatever appropriate remedies to your perceived weakness.

Instead of simply focusing on your weaknesses, recognize your own talents and abilities, build on them, utilize them to your greatest advantage. This is where you can build your name and popularity. Physically challenged people like Jose Feliciano and other blind singers did not brood over their physical disabilities. They recognize that they have a golden voice so they search for ways to enrich that talent and now they have won international fame in the field of music.

Source: Roldan, Amelia S. 2003. *On Becoming A Winner: A Workbook on Personality Development and Character Building. AR Skills Development and Management Services (SDMS), Paranaque City, Metro Manila.*

Portfolio Output No. 2: Journal Reflection from My Banner

Write about your banner.

1. What do you consider as your weaknesses, abilities and talents?
2. What are the remedies you will take to improve or compensate for your weakness?
3. How can you further enrich your assets and strengths?
4. Where and how do you use it to your best advantage?

Week 2 Session 4

Topic 3: Unfolding One's Personal Journey through Journal Writing:

Introduction / Procedure / Reminders:

1. Ask the students to read the story and the reading found in their Reader.
2. Ask students to write answers to the processing questions in their journal.
3. Encourage students to write in their journal. The pen is such a powerful tool in taking charge of one's life as well as in fulfilling one's dreams. Researchers say that handwriting can make our brain be more flexible, open and expressive. John Adams said that: *"A pen is certainly is certainly an excellent instrument to fix a man's attention and inflame his ambition."*
4. Comment more on the content of their writing than their penmanship or even grammar to prevent them from being self-critical that will impede their personal growth.

Story: YOU NEED TO TAKE CHARGE OF YOUR FUTURE by Bo Sanchez

There are three kinds of people in this world:

The first is the **Moviegoer**. This person watches the movie of their lives, admires some parts and criticizes others. Aside from that, they do nothing else. All she says the whole day is, "I like this thing and but I don't like that thing." The Moviegoer feels she has absolutely no control of their lives --- except to comment about it. Moviegoers are the most pathetic, miserable people in the world.

The second is the **Actor**. This person does not only watch the movie of her life. She actually realizes she's the Actor – and can control a big part of her life. She can actually make or break the movie – by how well she delivers her lines and how she portrays her character. Actors are a happy bunch, realizing they're the start of the show and enjoy some level of control. But many times, they wish the movie would end in another way – but realize that they have no say in such things.

The third is the **Scriptwriter**. This person does not only watch, and she doesn't only act, but she actually *creates* the entire movie from her mind. She determines what she will say, what she will do, and how the movie will end. She realizes she has enormous control over her life, and sees to it that the movie of her life will turn out beautiful.

Who are you among these three people?

Do you merely watch your life goes by?

Or do you act out a script that you feel has been handed to you?

Or do you *write* the script and make your life beautiful?

By the way, the Producer of the movie is God. He tells you, "Make the movie beautiful, and I will give you all that you need for success."

Source: Sanchez, Bo. (2006). *Life Dreams Success Journal: Your Powerful Tool to Achieve and Surpass Your Dreams One Step at a Time*. Shepherd's Voice Publishing.

Reading: THE POWER OF JOURNAL WRITING: UNFOLDING YOUR PERSONAL JOURNEY

The purpose of journal writing is to help you become the Scriptwriter of your life. There are four (4) practical reasons to maintain a journal:

1. It is cost-efficient and available. Emotional stress can be dealt in many ways like talking to a friend over a cup of coffee, eating, travelling, shopping,

painting and many more but writing is the most inexpensive. Notebook and pens are easy to find, available and do not cost so much.

2. It is preventive and pro-active. Writing yields self-awareness. When you write, you can discover your strengths and limitations. You will know what your reactions are in different situations and what better ways to prevent, avoid, or face your fears.
3. It is creative and productive. Journal writing expounds your imagination. You can see various dimensions of your problem, different points of view and better solutions.
4. Lastly, it is personal and private. Unless you want to share your stories, you have the choice to keep them to yourself. Writing is your time alone. It is my way of loving yourself. You will not be judged by your writing.

You just need one (1) notebook to maintain a personal journal. You may use these questions as you write in your journal:

1. How do you find this day? What are the positive things that happened? What are those things that made you irritated or upset?
2. As you reflect on the ups and downs of your day, what may be the greatest lesson you can learn from them? What actions have you done well and what actions you can do better?
3. What do you really want in life? What do you want to achieve for yourself, your family, your community, your country?
4. As you close the day, what are the small and big things you are thankful of? Who are the people that made your day extra special?

PROCESSING: Write your answers in your personal journal:

1. What have you discovered in yourself?
2. What are your core strengths?
3. What are the qualities you want to hone and improve on?

<p style="text-align: center;">MODULE 2: Developing the Whole Person</p>
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Big Question: What is the relationship of the different aspects of development with the students' thoughts, feelings and actions in dealing with life situations?

Objectives:

At the end of this module, learners will be able to:

1. Discuss the relationship among the physiological, cognitive, psychological, spiritual and social aspects of development, to understand their thoughts, feelings, and behaviors;
2. Evaluate their own thoughts, feelings and actions, and
3. Show the connection of their thoughts, feelings and actions to actual life situations.

Week 3 Session 5

Topic 4: Personal Effectiveness through Holistic Development

Introduction / Procedure / Reminders:

1. Assess your own beliefs about holistic development. Do you think that you can develop all aspects of yourself or you believe that “one cannot have everything”? You need to honestly answer this question as this may interfere with how you discuss this topic to students. You may find one aspect important and the other one least important and this must be dealt with an open mind. For instance, you may feel that the spiritual self is more important than the physical self so a person must devote his/her time in the church rather than developing his/her physique.
2. Remind students that holistic development is not an overnight project but instead it must be seen as a lifelong project a person has to undertake. Be open to student’s own perceptions and lead them to understanding their current assessment of the different aspects of their development. Be more affirming of their strengths and encourage them to find specific ways to develop aspect/s they think can help them attain their goals in life.
3. Lead the class in the activity of assessing the different aspects of their development by writing descriptors for the 8 segments of themselves. As they complete this inventory, assist them by giving them possible words to describe the different aspects.
4. Explain the expected **Portfolio Output No. 3: Aspects of Development**, which will be an assessment of their own aspects of development and the ways in which they could improve the different areas.
5. Give a lecturette on Aspects of the Self.

Activity: ASSESS ASPECTS OF YOUR DEVELOPMENT

Ask students to draw a circle on a blank sheet of paper and divide the circle into 8 segments. In each segment they will write some descriptions of the different aspects of themselves as follows:

1. **Physical Self:** Describe yourself. Try not to censor any thoughts which come to your mind. Include descriptions of your height, weight, facial appearance, and quality of skin, hair and descriptions of body areas such as your neck, chest, waist, legs.
2. **Intellectual Self:** Include here an assessment of how well you reason and solve problems, your capacity to learn and create, your general amount of knowledge, your specific areas of knowledge, wisdom you have acquired, and insights you have.
3. **Emotional Self:** Write as many words or phrase about typical feelings you have, feelings you seldom have, feelings you try to avoid, feelings you especially enjoy, feelings from your past and present, and feelings which are associated with each other.
4. **Sensual Self:** Write how you feel as a sensual person. What sense do you use most – sight, hearing, speaking, smelling, touching? How do you feel about the different ways you take in information - through the eyes, ears, mouth, nose, and skin. In what ways do you let information in and out of your body?

5. **Interactional Self:** Include descriptions of your strengths and weaknesses in intimate relationships and relationships to friends, family, classmates and strangers in social settings. Describe the strengths and weaknesses which your friends and family have noticed. Describe what kind of son or daughter, brother or sister you are.
6. **Nutritional Self:** How do you nourish yourself? What foods do you like and dislike? What do you like and dislike about these?
7. **Contextual Self:** Descriptors could be in the areas of maintenance of your living environment: reaction to light, temperature, space, weather, colors, sound and seasons and your impact on the environment.
8. **Spiritual Self or Life Force:** Write words or phrases which tell about how you feel in this area. This could include your feelings about yourself and organized religion, reactions about your spiritual connections to others, feelings about your spiritual development and history, and thought about your metaphysical self. Think about your inner peace and joy. Think about your spiritual regimen or routine.

Portfolio Output No. 3: Personal Assessment of Aspects of Development with Plan of Action

Write about the eight segments of your development. What are the words or phrases which represent aspects about yourself which you like. What are the items which you consider to be weaknesses or areas for improvement? What words which are neutral or factual, such as “5 feet 4 inches tall, 120 pounds”? Do some categories have more minus than plus areas? The larger proportion of minus to plus areas you have, the more effort will be needed to achieve positive self-esteem. If the vast majority of your minus responses are in one or two areas, your self-esteem is likely to be good but has a few self-estimates which need to be improved. Name some ways in which you can improve the minus areas and further enhance the positive aspects.

Lecturette: ASPECTS OF THE SELF

The self-concept is represented by several aspects of the self. It is conceived as collection of multiple, context-dependent selves. This construct believes that context activates particular regions of self-knowledge and self-relevant feedback affects self-evaluations. A deeper look on the different aspects of self can identify specific areas for self-regulation, stability and improvement.

In a nutshell, an individual is composed of three basic, but very different aspects of the self. They are the physical or tangible aspects as they relate to the body, the intellectual and conscious aspects as they relate to the mind, and the emotional and intuitive aspects as they relate to the spirit. All three aspects of the self work together in perfect harmony when attention is paid to all three simultaneously.

Many individuals put a strong emphasis on the physical aspect of the self. The body is tangible, obvious, and we respond to it easily. More time and money is spent on enhancing the physical component than either of the other two aspects. This does not mean, however, that the body is healthy or strong. The body provides a place to house the spirit (often experienced as feelings) and the mind (often experienced as thought).

It may be important to some that their mind can be prominent and well educated. The mind is important, as it is the part of the self that directs the other two aspects. The mind learns what to do and communicates the information to the body and the feelings. What the mind believes, the body manifests or acts on, and the emotions feel, or respond with. People store both healthy and destructive thoughts and beliefs and responds to life's circumstances in the most prominent manner. The mind provides access creativity and serenity which are necessary for such processes as prayer, forgiveness, acceptance, and passion.

The human emotions are the most feared aspect of the self, as individuals are reluctant and unprepared to manage them. Managing feelings is like trying to hold water in the palm of your hand. They are illusive and deceptive. A decision made under emotional stress and strain usually impacts emotions negatively. Negative emotions that are not managed are stored and repressed. Repression is destructive to a content self since all feelings, not only negative ones are stored away. Accessing feelings when they are needed now becomes difficult, leaving the individual numb and hopeless.

For instance, a girl realizes that she is giving much attention on the physical aspects and less attention on her intellectual self. In this way, she can discover how much money and time spent maintaining her physique and its consequences in her grades. By this honest evaluation of herself, she can plan effective actions to improve her study habits. She can start seeking for help and for related books to read or browse articles to help her improve her study habits.

Source: <http://www.innerwisdom.com/aspect-of-the-self.htm>

Week 3 Session 6

Topic 5: The Power Triad: Thoughts, Feelings and Actions

Introduction / Procedure / Reminders:

1. Real life success stories are very powerful tool in inspiring students to win in life. Read with the students the three success stories below. Use the stories to help students identify the factors that may lead a person to succeed. (If videos are available, you may use these.)
2. Ask the processing questions and obtain varied answers from the class.
3. Be aware of your own judgments and remember that these successful people are not perfect but they have strived to be the best version of themselves.
4. Highlight the good qualities by letting the students identify the characteristics, right decisions and perspectives these individuals exemplify.
5. Focus on the process rather than the rewards. Remember that these individuals have devoted much hard work, focus and time in order for them to be the persons they are now.
6. Lastly, students must realize that even though there is no single key to success, it is achievable and it is not magical. Success is about right mindset, emotional resilience and proper behavior.

Activity: Analyze this... THREE SUCCESS STORIES

1. Manny Pacquiao's Unbelievable Success Story Will Inspire You

It's 1990 in the province of General Santos in the Philippines. Manny Pacquiao is 12 years old.

Pacquiao often speaks of his debt to his maternal uncle, Sardo Mejia, who introduced him to boxing after he dropped out of school. It was this moment that would spark an unforeseen passion and drive in Pacquiao to be one of the best boxers in the entire world. According to his autobiography, he describes watching Mike Tyson's shocking defeat to James "Buster" Douglas in 1990 on television with his uncle as an experience that "changed [his] life forever."

In his hometown, he set up an open-for-all boxing match and beat every opponent who came. He was well on the road of transforming himself from a lanky school dropout to a junior boxing champion.

Despite his success, his family was still living in extreme poverty and hunger. They became so desperate to the point that his father had to kill his pet dog for dinner. Pacquiao couldn't forgive his father for what he did so he left home, slept on cardboard boxes, and sold bread on the streets just to make a meager living. At that point, he also used boxing and won matches for \$2 each, as a means of escaping poverty.

He soon moved to Manila and continued winning several boxing matches, but given the increased standards of living, he wasn't making enough to survive. He soon got a job at a local gym doing gardening, cleaning and construction while boxing on the side. He trained crazily all day and all night when possible, waking up the earliest and leaving the gym at the latest possible time. Early on, his perseverance and determination to be a part of the boxing world swayed him to cheat and add on some weights to meet the featherweight class requirements.

As the fights got more serious, Pacquiao started getting more famous as well. He would beat fighters from South Korea, Japan and Thailand and at the very young age of 19, he won his first World Champion title by beating Chatchai Sasakul, the reigning World Boxing Council (WBC) World Flyweight Champion at that time. The turning point for Pacquiao came when he won against world-class featherweight boxer Marco Antonio Barrera at the Alamodome in Texas with a TKO. After that fight, he was recognized internationally as a force to be reckoned with.

Today, at 37, he is one of the most respected boxers. Despite his loss during the Mayweather match, he still has won the hearts of many boxing fans both in the Philippines and worldwide. His one-of-a-kind story will continue to inspire and it will always portray the journey of what millions of Filipinos continue to aspire for.

Source: <https://www.kalibrr.com/advice/2015/05/manny-pacquiao-success-story-will-inspire-you/>

2. The Pia Wurtzbach Success Story

Pia Alonzo Wurtzbach was crowned "Miss Universe" at the 64th Miss Universe 2015 pageant held at Las Vegas, Nevada, USA. She is an actress and model of German-Philippine origin. She is Miss Philippines 2015. She symbolizes the deadly combination of beauty with brains. Pia is a beauty-writer, chef and make-up artist.

Pia Wurtzbach was born on 24 September 1989 in Stuttgart, Baden-Württemberg, Germany. Her father is a German and mother is a Filipino. She has a younger sister. She was named in keeping with the Philippines' tradition. Her middle name 'Alonzo' is her mother's maiden name. She took her secondary education from ABS-CBN Distance Learning School in Quezon City. She studied Culinary Arts from the Centre for Asian Culinary Studies, San Juan, Metro Manila.

Pia ventured into the world of glitz and glamour at the tender age of fourteen. She joined an acting and modelling agency for children, 'Star Magic Talent'. She got a break in television when she featured in *K2BU*, a series for teenagers, the romance collection, '*Your Song*' and the concert programme, '*ASAP*'. She has acted in films; '*All My Life*', '*All About Love*' and '*Kung Ako Na Lang Sana*'. She was the brand ambassador for 'Avon Teen' for a period of five years. She has graced the cover of several prestigious fashion magazines. She writes for the 2bU column of 'Inquirer Lifestyle'. She is popular as Pia Romero, her screen name.

Pia is a pageant title-holder. Her first beauty contest was the 'Binibining Pilipinas 2013'. She was the 'first runner-up'. She participated in the 'Binibining Pilipinas 2015' as a representative of Cagayan de Oro and won the title, paving the path for bigger victories.

Pia Alonzo walked away with the "Miss Universe" title at the Miss Universe Pageant 2015 held on December 20 at The Axis, Las Vegas, Nevada, USA. The 26-year old beauty set the stage ablaze with her poise, incredible class and talent in her exotic gorgeous ball gown and costumes. She was crowned by her predecessor, Paulina Vega.

As Miss Universe, Pia aspires to lead the youth and to spread awareness about HIV, especially in Philippines.

Source: <http://successstory.com/people/pia-alonzo-wurtzbac>

3. A Love Affair that Got Me Close to a Great Doctor

I am blissfully married and a proud mother to three young men. My husband Leo knows that I am also engaged in another love affair, a sweet and enduring one. And he approves, so do my sons.

This love affair is with research, and it started during my pediatric residency training. I can still remember vividly the excitement and the long nights, the discovery of meaningful developments, the joy of reading medical journals, the eagerness to prepare something thorough and relevant. The excitement I felt continued up to my postgraduate internship, my fellowship in infectious diseases and it has lasted until now. My husband was never jealous and my relationship with my sons never soured despite this other ongoing and never-ending love affair. I could not ask for more. This is the best life.

So last May 23, the family accompanied me to Vigan, Ilocos Sur to attend the 107th annual convention hosted by the Philippine Medical Association (PMA). Being included as one of the 15 finalists for the coveted Dr. Jose P. Rizal Memorial Awards is a proud moment for my family. With them around, I was the proudest wife, mom, and doctor.

While individual citations were being read on stage for the top awardees for Community Leadership (Dr. Purisima A. Bueno), Government Service (Dr. Maria Victoria M. Abesamis), Clinical Practice (Dr. Bonaeth M. De Vera) and Academe (Dr. Estrella B. Paje-Villar), I never expected that the final citation was all about the fruits of my other love affair, with research.

"Lead investigator for the much-awaited clinical trials on the multivalent dengue vaccine..." "repeatedly cited by researchers here and abroad..." "served as the springboard for the Expanded Program of Immunization (EPI) of the Department of Health..." "provided the evidence and the science..." "extended her work to the communities..." "greater things to come that will benefit science, medicine and the Filipino people..." "epitomizes the virtues of Dr. Jose P. Rizal..." "...love of country

and service to our countrymen...” All these brought me back to the past 30 years of my medical, family and community life.

My love affair with research did not happen overnight. It was a journey that began with a case presentation as a first-year pediatric resident, and a prospective study on how to prevent early jaundice in newborns. My recommendation that a nursery should always be facing the direction the sun rises so that a newborn can benefit from exposure to morning sunlight won the top prize for the hospital’s annual research competition. This did not happen once. It was a back-to-back win for three straight years. I got hooked. Who would not be? Year 1991 was my first immersion in dengue research. Twenty-three years later, I am now the lead investigator of the country’s clinical trials for dengue vaccine, in the countries where dengue is a major public health problem. It’s a vaccine the medical community worldwide is waiting for.

In Vigan, the Philippine Medical Association (PMA) bore witness to the conferment of the award. The title comes with a specially designed trophy in the image of Dr. Jose P. Rizal by National Artist Napoleon V. Abueva, a gold medallion, free trip to the United States to attend the convention of the American Academy of Family Physicians and P150, 000 worth of medicines that I can share with a civic organization of my choice.

Was it just a coincidence or pure fate that it is also the 23rd year of the presentation of the prestigious Dr. Jose P. Rizal Memorial Awards? If the number “23” is a coincidence, what a joyful one. If this is destiny, let me accept it with gratitude.

This award is a fitting tribute to those who have encouraged and inspired me to continue my love affair with research — participants and their families as well as my teams in clinical trials, officials of the local health, school and government units, the Research Institute for Tropical Medicine, collaborators/partners and sponsors of my researches, Basaynon Katiguban, Inc. and my town mates in Basey, Samar, who continue to show resiliency despite the tragedy during the super typhoon Yolanda, the Philippine Pediatric Society and Manila Medical Society for the recognition of my works and the nomination.

For more than three decades, I have never felt happier and accomplished than when doing medical research. It is tiring but exciting, demanding yet humbling, intimidating but empowering, exacting yet fulfilling. My work is my loving tribute to a great Filipino and a fellow doctor, Jose P. Rizal, MD.

(Dr. Rose Zeta Capeding is the 23rd Dr. Jose P. Rizal Memorial Awardee for Research. She is currently the head of the Microbiology Department of the Research Institute for Tropical Medicine (RITM) and head of the Dengue Research Group. She is the head, Section of Infectious Diseases, Department of Pediatrics, Asian Hospital and Medical Center.)

Source: <http://www.philstar.com/business-life/2014/06/30/1340085/love-affair-got-me-close-great-doctor>

Processing Questions:

1. Can you identify with any of the characters mentioned – Manny Pacquiao, Pia Alonzo Wurtzbach and Dra. Rose Zeta Capeding? In what ways?
2. What lessons can you learn from the character you have chosen?
3. How would you like your life story to be told?

A REAL WINNER is one who is able to:

- win over his/her battles and difficulties in life and turns them into a learning and glorifying experience;
- find meaning in pleasant and unpleasant events in his life;
- live in peace with difficult people and difficult situations;
- win the goodwill of others, their respect and admiration;
- get what he wants using win-win strategies; never at the expense of others;
- discover and use opportunities to his best advantage
- develop and use his talents and abilities to the best advantage and in so doing, make meaningful contribution in making this world a better place to live in.

Source: Roldan, Amelia S. (2003). *On Becoming A Winner: A Workbook on Personality Development and Character Building. AR Skills Development and Management Services (SDMS), Paranaque City, Metro Manila.*

Week 3 Session 6

Topic 6: Applying Power Triad to Daily Life Situations

Introduction / Procedures / Reminders:

1. The Activity on Personal Recipe for Success can serve as integration for Activities on Assessment of own Development and Analysis of Success Stories. Remind students that assessing one's own development is incomplete without identifying one's own goals in life. Development can be more purposeful if they are directed to the achievement of goals. This is also true in analyzing success stories because being inspired by these stories will not be useful if one does not see its relationship with his/her own journey. A student will just see these stories out of context and not relatable.
2. Personal recipe for success is about assisting students to identify what they need in order for them to win in life. They need to see them in their own context. Encourage them to feel every phrase or ingredient they will include in their recipe. They must feel goose bumps or excitement in their stomach as they read each ingredient. If they don't feel that, they were not able to take the activity seriously or personally. The subconscious mind may not be working yet. Be patient with these students.
3. Explain the two samples of recipes for success.
4. Students will have to make their own recipe for success as their Portfolio Output No. 4: Personal Recipe for Success with Reflection.
5. Give time for students to read The Story of the Two Wolves and lead the discussion on the meaning of the story and the processing questions.
6. Assignment: ask to students to bring bond paper and coloring materials for next meeting.

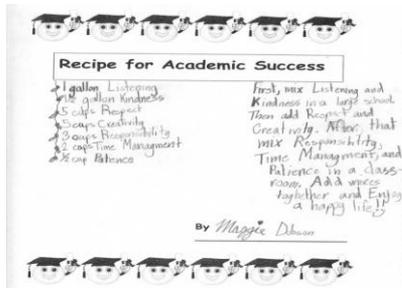
Activity: PERSONAL RECIPE FOR SUCCESS

This activity involves making a personal recipe for achieving personal goals. Identify your goal (you may refer to the previous activity of aspects of self inspired by the success stories) and break it down into a recipe.

Source:

https://books.google.com.ph/books?id=THgSBQAAQBAJ&pg=PA96&lpg=PA96&dq=personal+recipe+activity&source=bl&ots=2Lit9Q8Int&sig=9hwMolwYpLsdiQlcGPcKLTv4OLk&hl=en&sa=X&ved=0ahUKEwjzi_W9mdPKAhUkKaYKHT1jCMIQ6AEIPTAI#v=onepage&q=personal%20recipe%20activity&f=false

See the sample of recipes below:



RECIPE FOR SUCCESS

INGREDIENTS:

1 TEASPOON OF IDEAS	½ CUP OF GOODWILL
1 PINCH OF POSITIVITY	¾ CUP OF IMAGINATION
1 LB OF LEADERSHIP	2 SPOONFULS OF TEAMWORK
1 CUP OF MARKET VISION	
3 TABLESPOONS OF CHALLENGE	
AND 1 BAG OF HOPE!	

<http://horhtexaskids.com/ntkblog/index.php/my-daughters-recipe-for-success-in-school/>

https://www.google.com.ph/search?q=recipes+for+success&biw=1024&bih=598&source=lnms&tbn=isch&sa=X&ved=0ahUKEwji49rn4TKAhUFhQYKHfAEAZ8Q_AUIBigB#imgsrc=Yuh0GIMrqqHueM%3A

Portfolio Output No. 4: Personal Recipe for Success with Reflection

Review the success stories of Manny Pacquiao, Pia Alonzo and Dr. Rose Zeta-Capeding. What do you think was the recipe for the success of these well-featured individuals?

Now make your personal recipe for achieving personal goals. identify your goal (you may refer to the previous activity of aspects of self inspired by the success stories) and break it down into a recipe.

Reading: THE STORY OF THE TWO WOLVES

The following is an old Cherokee Indian story that is enlightening and helpful.

One evening an old Cherokee told his grandson about a battle that goes on inside people. He said, "**My son, the battle is between two wolves inside us all.**"

"It is a terrible fight and it is between two wolves. One is evil - he is anger, envy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, and ego." He continued, "The other is good - he is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion, and faith. The same fight is going on inside you - and inside every other person, too."

The grandson thought about it for a minute and then asked his grandfather, "**Which wolf will win?**"

The old Cherokee simply replied, "**The one you feed**".



Knowing which wolf to feed is the first step towards recognizing you have control over your own self.

Have you ever had thoughts, feelings or acted in ways that were unacceptable to yourself but felt powerless to control? The purpose of this story is to help you find ways to manage your mind so that you can live your life more in accordance with what your own judgment says is best for you.

As we grow up, we gradually become aware of the many things in the external world which are largely beyond our ability to control. These include other people in general and most events in our lives. Initially this is difficult to accept, but a more shocking realization is that there are many things about ourselves that we seem powerless to control.

Some of these are our own thoughts, feelings, and actions which unfortunately can be the source of much distress. It may be thoughts such as "I cannot stop hating my teacher for not giving me high grades." It may involve an emotion e.g. "My girlfriend left me and I cannot stop feeling sad, lonely and unloved." It can also be in the form of a behavior such as the inability to control one's craving for food such as cakes and chocolates."

But are we indeed really powerless to control our own maladaptive thoughts, feelings and actions? The grandfather's answer "*The one you feed*" is deceptively simple. The results of psychological research indicate that there are at least four important concepts or ideas implied by the answer:

1. The mind is not the unitary entity it seems to us but consists of different parts. For example in the story there are the two wolves and the "you" that chooses between them.
2. These parts of the mind/brain can interact and be in conflict with each other i.e. the two wolves fight for dominance over our mind and behavior.
3. The "you" has the ability to decide which wolf it will feed.
4. Having made a choice, "you" can decide specifically how to "feed" or nurture the selected wolf.

Source: <http://www.psychologymatters.asia/article/65/the-story-of-the-two-wolves-managing-your-thoughts-feelings-and-actions.html>

Deepening / Processing: THE POWER TRIAD: THOUGHTS, FEELINGS AND ACTIONS

The STORY OF THE TWO WOLVES gives rise to a number of questions. Let us share our thoughts, feelings and opinions on the following questions. By taking time to do this, you will learn to better manage your mind, feelings, and actions and consciously feeding the good wolf in you.

- How aware are you of the two different opposing "wolves" operating within your mind, one of which leads to pain and a diminished sense of life and the other to a joyous, meaningful, and fulfilling life?
- When was the time you feel disappointed by the choice of behavior because you knew that there was a more positive option but you just didn't choose it?
- What ways or techniques or exercises do you use to strengthen yourself so as to increase its potency to choose and hence control your life?
- In what specific ways do you feed the negative wolf?
- What specific ways do you use to feed the positive wolf?

MODULE 3:
Developmental Stages in Middle and Late Adolescence

Big Question: How can adolescents be prepared for adult life by accomplishing various developmental tasks according to developmental stages?

Objectives:

At the end of this module, learners will be able to:

1. Classify various developmental tasks according to developmental stage,
2. Evaluate their development in comparison with persons of the same age group, and
3. List ways to become responsible adolescents prepared for adult life.

“Maturity is achieved when a person postpones immediate pleasures for long-term values.”
- Joshua L. Liebman

Week 4 Session 7

Topic 7: Understanding Development Process, Stages and Tasks

Introduction / Procedure / Reminders:

1. Use the Motivation to introduce the topic on developmental stages and tasks. Remind students that things have progression or certain patterns. Life also has developmental stages.
2. Activity on Personal Timeline can be a sensitive activity especially for students who are quite emotional. So before you start the activity, give a very positive introduction by orienting them about the purpose of the activity. Remind students that this activity is not just about placing all their experiences, both the positive or negative but it is about seeing their transitions and developments as they go through life. They need to plan their personal timeline carefully and be mindful of the events that made them grow, that they have learned important wisdom in life and where they rise from the challenges (besides the topic is on developmental stages). Focus on the resiliency rather than the downfall. In this way, they can see the future progressively and full of hope. If there are students whom you observe highly sensitive or apathetic, refer them to the guidance counselor.
3. Explain the Developmental Stages, and concentrate on the developmental tasks during Adolescence and Early Adulthood. Entertain questions and discussions on the issues of this developmental stage.
4. Explain the expected Portfolio Output No. 5: My Personal Timeline with Reflection.

Motivation: LINE-UP

Tell the students that you want them to line up in the order of their birthdays, so that the order goes from oldest to youngest. However, they cannot speak to one another to figure out when their birthdays are. The students will try different things like charades and writing to figure out the order. This teaches them to cooperate with

one another and also gives them a chance to learn something about the other people in the group. In very large groups, you can choose to have them go from tallest to shortest or by largest to smallest shoe size to save time.

Be creative with your categories and you may include category with a twist where you will just disclose the qualifier after they formed their line. After the icebreaker, ask how they feel and the process they underwent.

<http://teens.lovetoknow.com/teen-activities/youth-icebreakers-without-materials>

Activity: MY PERSONAL TIMELINE

A personal timeline portrays the influential events and happenings of a person's life so that he can understand where he has gone wrong and right in the past. It helps to plan the future in a better constructive way.

Using a bond paper, write the major events in your life and the significant people in your life. You may add your age, specific dates and places. You may draw the timeline horizontally, vertically, diagonally or even using ups and down depending on your imagination. Be creative in your representations. You may also use symbols, figures and drawings. Think of a title for your personal timeline.

You may use crayons or art materials depending on the available resources or just a simple paper and pen may be fine. You can also go for the personal **timeline website template** samples available online. The link is <https://www.template.net/business/timeline-templates/personal-timeline-template/>

Portfolio Output No. 5: My Personal Timeline with Reflection

Write about your Personal Timeline which you made in class. Answer the following questions:

1. Is there a 'center' or a central theme in your timeline and life? If you will give a title for your timeline what would it be and why?
2. Identify the turning points in your timeline. What were the thoughts, feelings and actions that you experienced?
3. Who are/were the most significant people in your life? How?
4. What would you change or add, if you could? Also, how would each of these changes or additions affect your life, or even change its present course?
5. Continue to your future, where do you want to be in a year, 5 years, 10 years? What do you expect your future timeline will be?

Source: <http://blogs.psychcentral.com/relationships/2012/08/the-timeline-of-your-life-story-probing-to-create-shift-to-life-liberating-meanings-2-of-2/>

Reading: DEVELOPMENTAL STAGES

Human Development focuses on human growth and changes across the lifespan, including physical, cognitive, social, intellectual, perceptual, personality and emotional growth.

The study of human development is essential to understanding how humans learn, mature and adapt. Throughout their lives, humans go through various stages of development.

The human being is either in a state of growth or decline, but either condition imparts **change**. Some aspects of our life change very little over time, are consistent. Other aspects change dramatically. By understanding these changes, we can better respond and plan ahead effectively.

Developmental Stage	Characteristics
1. Pre-natal (Conception to birth)	Age when hereditary endowments and sex are fixed and all body features, both external and internal are developed.
2. Infancy (Birth to 2 years)	Foundation age when basic behavior are organized and many ontogenetic maturation skills are developed.
3. Early Childhood (2 to 6 years)	Pre-gang age, exploratory, and questioning. Language and elementary reasoning are acquired and initial socialization is experienced.
4. Late Childhood (6 to 12 years)	Gang and creativity age when self-help skills, social skills, school skills, and play are developed.
5. Adolescence (puberty to 18 years)	Transition age from childhood to adulthood when sex maturation and rapid physical development occur resulting to changes in ways of feeling, thinking and acting.
6. Early Adulthood (18 to 40 years)	Age of adjustment to new patterns of life and roles such as spouse, parent and bread winner.
7. Middle Age (40 years to retirement)	Transition age when adjustments to initial physical and mental decline are experienced.
8. Old Age (Retirement to death)	Retirement age when increasingly rapid physical and mental decline are experienced.

Source: <http://www.apa.org/action/science/developmental/>

Reading: HAVIGHURST'S DEVELOPMENTAL TASKS DURING THE LIFE SPAN

Robert J. Havighurst elaborated the Developmental Tasks Theory in the most systematic and extensive manner. His main assertion is that development is continuous throughout the entire lifespan, occurring in stages, where the individual moves from one stage to the next by means of successful resolution of problems or performance of developmental tasks. These tasks are those that are typically encountered by most people in the culture where the individual belongs. If the person successfully accomplishes and masters the developmental task, he feels pride and satisfaction, and consequently earns his community or society's approval. This success provides a sound foundation which allows the individual to accomplish tasks to be encountered at later stages. Conversely, if the individual is not successful at accomplishing a task, he is unhappy and is not accorded the desired approval by society, resulting in the subsequent experience of difficulty when faced with succeeding developmental tasks. This theory presents the individual as an active learner who continually interacts with a similarly active social environment.

Havighurst proposed a bio-psychosocial model of development, wherein the developmental tasks at each stage are influenced by the individual's biology (physiological maturation and genetic makeup), his psychology (personal values and goals) and sociology (specific culture to which the individual belongs).

THE DEVELOPMENTAL TASKS SUMMARY TABLE

Infancy and Early Childhood (0-5)	Middle Childhood (6-12)	Adolescence (13-18)
Learning to walk Learning to take solid foods Learning to talk Learning to control the elimination of body	Learning physical skills necessary for ordinary games Building a wholesome attitude toward oneself Learning to get along with age-mates	Achieving mature relations with both sexes Achieving a masculine or feminine social role Accepting one's physique Achieving emotional

Infancy and Early Childhood (0-5)	Middle Childhood (6-12)	Adolescence (13-18)
wastes Learning sex differences and sexual modesty Acquiring concepts and language to describe social and physical reality Readiness for reading Learning to distinguish right from wrong and developing a conscience	Learning an appropriate sex role Developing fundamental skills in reading, writing, and calculating Developing concepts necessary for everyday living Developing conscience, morality, and a scale of values Achieving personal independence Developing acceptable attitudes toward society	independence of adults Preparing for marriage and family life Preparing for an economic career Acquiring values and an ethical system to guide behavior Desiring and achieving socially responsibility behavior

Early Adulthood (19-30)	Middle Adulthood (30-60)	Later Maturity (61+)
Selecting a mate Learning to live with a partner Starting a family Rearing children Managing a home Starting an occupation Assuming civic responsibility	Helping teenage children to become happy and responsible adults Achieving adult social and civic responsibility Satisfactory career achievement Developing adult leisure time activities Relating to one's spouse as a person Accepting the physiological changes of middle age Adjusting to aging parent	Adjusting to decreasing strength and health Adjusting to retirement and reduced income Adjusting to death of spouse Establishing relations with one's own age group Meeting social and civic obligations Establishing satisfactory living quarters

Source: Gazzingan, Leslie B., Francisco, Joseph C., Aglubat, Linofe R., Parentela, Ferdinand O., Tuason, Vevian T. (2013). *Psychology: Dimensions of the Human Mind*. Mutya Publishing House, Inc.

Week 4 Session 8

Topic 8: Evaluating One's Own Development

Introduction / Procedure / Reminders:

1. Initiate the first activity on Developmental Tasks of Being in Grade 11.
 - a. Each student uses the worksheet in assessing his/her own development.
 - b. The students form triads. Each triad discusses and writes similarities and differences of their own assessment.
 - c. Volunteer triads make a short oral report to the class on the results of their discussion.
 - d. Teacher summarizes the findings of the triads, using the processing questions.
2. Lead students to do the second activity on Mindfulness. Lead short discussion following the processing questions and the reading on Living Mindfully.
3. Explain the requirements for Portfolio Output No. 6: Mindfulness with Reflection.

Activity: WORKSHEET ON DEVELOPMENTAL TASKS OF BEING IN GRADE 11
 Using the Developmental Tasks Summary Table above, assess your own level of development as a Grade 11 student. Use the worksheet below:

What are the expected tasks you have successfully accomplished?	What are the expected tasks you have partially accomplished?	What are the expected tasks you have not accomplished?

Processing Questions:

1. Being in Grade 11, what are the developmental tasks expected of you? Rate yourself from 1-10 (10 as the highest) whether you have accomplished those expected tasks?
2. As you are in Grade 11, you are in transition from high school to college, from being an adolescent to young adult. How do you feel about this transition? What is your turning point?
3. Do you think you are ready in this transition which may mean more responsibilities and greater accountability? If no, what are the expected tasks you need to work on? If yes, what are the ways so you can better plan for the future?

Activity: HOW MINDFUL AM I?

For each of the following situations, decide whether the person followed these guidelines for mindful speech:

- Is what I want to say **T** rue?
- Is what I want to say **H** elpful?
- Am **I** the best one to say it?
- Is it necessary to say it **N** ow?
- Is it **K** ind to this person and others?

[THINK definition from *Mindfulness for Teen Anxiety* by Dr. Christopher Willard]

Mark √ for yes, X for no, or ? if you are not sure. There could be more than one 'correct' answer. The purpose of this activity is to reflect on the situations and whether you've witnessed or experienced something similar in your own life.

1. I did really well on an exam. I said to my friends, "I got the top score. What did you get?"
 Did I T.H.I.N.K. before I spoke? ___T___H___I___N___K
2. One of my friends was bragging about getting a good score on a test, and I didn't want to tell him I failed. I said, "Congratulations!" then started talking about something else.
 Did I T.H.I.N.K. before I spoke? ___T___H___I___N___K
3. People kept telling me about this strange color Mrs. Jenkins dyed her hair. When I saw her, I didn't think it looked that bad, so I told her, "Your hair's not as weird as everyone says it is."
 Did I T.H.I.N.K. before I spoke? ___T___H___I___N___K
4. A woman with a big belly was about to enter the building. I told my friend, "We need to go open the door for that lady. She's pregnant."

- Did I T.H.I.N.K. before I spoke? ___T___H___I___N___K
 A boy told his friend to hold the door open for me because I'm pregnant. I said, "Hey, I'm not pregnant! You sayin' I'm fat?"
 Did I T.H.I.N.K. before I spoke? ___T___H___I___N___K
5. A boy told his friend to hold the door open for me because I'm pregnant. I said, "Thank you for holding the door, but I'm actually not pregnant."
 Did I T.H.I.N.K. before I spoke? ___T___H___I___N___K
6. I saw a couple of kids cheating on a test. I went up to the teacher after class and told him what I'd seen.
 Did I T.H.I.N.K. before I spoke? ___T___H___I___N___K
9. I saw a girl looking at her phone during a test. I went up to the teacher after class and told him she was cheating.
 Did I T.H.I.N.K. before I spoke? ___T___H___I___N___K
10. I saw Maria's boyfriend leaving the movie theater with another girl. I called Maria and said her boyfriend was cheating on her.
 Did I T.H.I.N.K. before I spoke? ___T___H___I___N___K
11. I saw Maria's boyfriend leaving the movie theater with another girl. I went up to them and said hi, and asked "Where's Maria tonight?"
 Did I T.H.I.N.K. before I spoke? ___T___H___I___N___K

Remember: T.H.I.N.K. Before You Speak. Have Mindful Speech.

Portfolio Output No. 6: Mindfulness with Reflection

Analyze each case on How Mindful Am I? Answer the following questions:

1. Has someone ever asked you a question that you really didn't want to answer? How did you respond?
2. Have you ever gotten (or give) a "compliment" that really wasn't a compliment? How did you feel afterwards?
3. Did you ever do something to be helpful that turned out badly? What happened? What do you wish had happened?
4. Have you ever caught someone cheating (either on a test or on a boyfriend/girlfriend)? Did you say anything? Why or why not?
5. Have you ever gotten in trouble because someone caught you cheating (or thought you were cheating)? What happened? What do you wish had happened?
6. In what other situations have you seen someone T.H.I.N.K. (or not) before speaking? What happened?

Source: <http://www.mindfulteachers.org/2016/01/think-before-you-speak-2.html>

Reading: LIVING MINDFULLY

Living mindfully is like being an artist: you need the right tools to practice your craft, and you need to constantly refine your technique to achieve your creative potential. In the same way, using the present moment tools below will help you to hone a consistent mindfulness practice that will in time lead to a more aware, compassionate and fulfilling way of life.

Tool 1: Breathe Mindfully. Use your breath as an anchor to still your mind and bring your focus back to the present moment.

Tool 2: Listen Deeply. Listen with intention; let others fully express themselves and focus on understanding how they think and feel.

- Tool 3: Cultivate Insight.** See life as it is, allowing each experience to be an opportunity for learning.
- Tool 4: Practice Compassion.** Consider the thoughts and feelings of others and let tenderness, kindness and empathy be your guides.
- Tool 5: Limit Reactivity.** Observe rather than be controlled by your emotions. Pause, breathe, and choose a skillful response based on thoughtful speech and non-violence under every condition.
- Tool 6: Express Gratitude.** Practice gratitude daily and expand it outward, appreciating everyone and everything you encounter.
- Tool 7: Nurture Mutual Respect.** Appreciate our common humanity and value different perspectives as well as your own.
- Tool 8: Build Integrity.** Cultivate constructive values and consistently act from respect, honesty and kindness.
- Tool 9: Foster Leadership.** Engage fully in life and in community. Share your unique talents and generosity so that others can also be inspired.
- Tool 10: Be Peace.** Cultivate your own inner peace, becoming an agent for compassionate action and social good.

Which of the tools do you use most often? Which tools do you use least often? Can you think of ways to incorporate those tools into your life? Which one could you try today?
 Source: info@mwithoutborders.org <http://www.mindfulteachers.org/2015/04/how-mindful-am-i-quiz.html>

MODULE 4:
The Challenges of Middle and Late Adolescence

Big Question: How can you as an adolescent balance the expectations of the significant people in your life and your personal aspirations?

Objectives:

At the end of this module, learners will be able to:

1. Discuss how to face the challenges during adolescence, they may be able to clarify and manage the demands of teen years,
2. Express their feelings on the expectations of the significant people around them, such as their parents, siblings, friends, teachers, community leaders, and
3. Make affirmations that help them become more lovable and capable as an adolescent.

“Successful people are always looking for opportunities to help others. Unsuccessful people are always asking: “What’s in it for me?” – Brian Tracy

Week 5 Session 9

Topic 9: Challenges during Adolescence

Introduction / Procedure / Reminders:

1. Do the Motivation: Story of Life with the Wright Family
 - a. Have the entire group stand in a circle, shoulder to shoulder.

- b. Tell the students to get a small item from their own bag, for example, a key, an ID, or a small wrapped candy.
 - c. Tell the group that you are going to read them a story and every time they hear any word that sounds like “right”, they are to pass the item in their hand to the person on their right, and every time they hear the word “left”, they should pass the item to the left.
 - d. Start reading the story slowly. After a few passes, stop reading the story and ask them how they are doing. Check to see that everyone has one item in his/her hand.
 - e. Now continue to read the story, getting faster as you go. Stop the story a couple of more times to check on how they are doing.
 - f. After reading the story, tell the students to return the item in their hand to the owner. Ask the following questions: How much of the story can you remember? a. What does this activity tell us about communication? b. What does this activity tell us about listening skills?
 - g. Tell them that during this activity, the idea was not to get too distracted by the “rights” and “lefts” and stay focused on what was happening in the story. Similarly, in our everyday lives, we often have tasks that pull us in many directions, but we should always remember what is important - the health of young people.
2. Lead the Activity: Role Play Situations on Challenges of Middle Adolescence
 - a. Divide the class into four groups.
 - b. Each group will think of one developmental challenge and discuss specific situations where this particular challenge is seen in their everyday living.
 - c. Presentation must be a maximum of 10 minutes per group.
 - d. The group will be given 10 minutes to plan and write a script.
 - e. Then, they will be given another 10 minutes to rehearse for the role play.
 - f. The group will present a 10-minute role play and at the end of each presentation, the rest of their classmates will suggest ways on how to effectively manage these challenges.
 3. Give a Lecturette on: The Passage to Adulthood: Challenges of Late Adolescence
 4. Explain required Portfolio Output 7: Role Play on Challenges of Middle Adolescence (Group work)
 5. Lead the Activity: The Good Opinion of Others
 - a. The objective of this session is for students to express how they feel about the expectations of the significant people (parents, siblings, friends, teachers, community leaders) in their lives.
 - b. The activity aims to assist students to realize that the opinions of other people are important but they need to classify the effects of those opinions to their over-all well-being. They have the power to accept or negate it.
 - c. Being an adolescent, opinions of their peers are often considered as their highest priority but they often realized how powerful the expectations of other significant people in their lives especially their parents or even grandparents. If you notice that a student has difficulty giving and receiving affirmations, you may refer him or her to the guidance counselor.
 6. Allow students to read and discuss ENCOURAGEMENT 101: The Courage to Be Imperfect.

7. Give assignment: Bring bond paper and coloring materials for the slogan making next session.

Motivation: STORY: “Life with the Wright Family”

One day the Wright family decided to take a vacation. The first thing they had to decide was who would be left at home since there was not enough room in the Wright family car for all of them. Mr. Wright decided that Aunt Linda Wright would be the one left at home. Of course this made Aunt Linda Wright so mad that she left the house immediately yelling "It will be a right cold day before I return".

The Wright family now bundled up the children, Tommy Wright, Susan Wright, Timmy Wright and Shelly Wright and got in the car and left. Unfortunately, as they turned out of the driveway someone had left a trash can in the street so they had to turn right around and stop the car. They told Tommy Wright to get out of the car and move the trash can so they could get going. Tommy took so long that they almost left him in the street. Once the Wright family got on the road, Mother Wright wondered if she had left the stove on. Father Wright told her not to worry he had checked the stove and she had not left it on. As they turned right at the corner, everyone started to think about other things that they might have left undone.

No need to worry now, they were off on a right fine vacation. When they arrived at the gas station, Father Wright put gas in the car and then discovered that he had left his wallet at home. So Timmy Wright ran home to get the money that was left behind. After Timmy had left, Susan Wright started to feel sick. She left the car saying that she had to throw up. This of course got Mother Wright's attention and she left the car in a hurry. Shelly Wright wanted to watch Susan get sick, so she left the car too. Father Wright was left with Tommy Wright who was playing a game in the backseat.

With all of this going on, Father Wright decided that this was not the right time to take a vacation, so he gathered up all of the family and left the gas station as quickly as he could. When he arrived home, he turned left into the driveway and said "I wish the Wright family had never left the house today! Right?"

Source: <http://www.cdc.gov/healthyschools/shi/pdf/training-manual/wrightfamily.pdf>

Activity: ROLE PLAY SITUATIONS ON CHALLENGES OF MIDDLE ADOLESCENCE

There are major developmental challenges likely to affect overall well-being during adolescence and emerging adulthood and there are also personal and social assets needed to facilitate a successful passage through adolescence and into adulthood. This session will portray these challenges and reflect on the most effective way to face these situations.

Portfolio Output No. 7: Role Play on Challenges of Middle Adolescence

1. Plan a role play on a specific situation in which a developmental challenge of middle adolescence is seen in your everyday living.
2. Practice your role play with your group mates.
3. Perform your role play in class.
4. Make a report on your group's brainstorming and performance. Include this report and the script.

Lecturette: THE PASSAGE TO ADULTHOOD: CHALLENGES OF LATE ADOLESCENCE

Physical Development

- Most girls have completed the physical changes related to puberty by age 15.
- Boys are still maturing and gaining strength, muscle mass, and height and are completing the development of sexual traits.

Emotional Development

- May stress over school and test scores.
- Is self-involved (may have high expectations and low self-concept).
- Seeks privacy and time alone.
- Is concerned about physical and sexual attractiveness.
- May complain that parents prevent him or her from doing things independently.
- Starts to want both physical and emotional intimacy in relationships.
- Experiences of intimate relationships

Social Development

- shifts in relationship with parents from dependency and subordination to one that reflects the adolescent's increasing maturity and responsibilities in the family and the community,
- Is more and more aware of social behaviors of friends.
- Seeks friends that share the same beliefs, values, and interests.
- Friends become more important.
- Starts to have more intellectual interests.
- Explores romantic and sexual behaviors with others.
- May be influenced by peers to try risky behaviors (alcohol, tobacco, sex).

Mental Development

- Becomes better able to set goals and think in terms of the future.
- Has a better understanding of complex problems and issues.
- Starts to develop moral ideals and to select role models.

Source: http://deepblue.lib.umich.edu/bitstream/handle/2027.42/49326/179_ftp.pdf

Reading: ENCOURAGEMENT 101: THE COURAGE TO BE IMPERFECT By Timothy D. Evans, Ph.D.

Encouragement is the key ingredient for improving your relationships with others. It is the single most important skill necessary for getting along with others – so important that the lack of it could be considered the primary cause of conflict and misbehavior. Encouragement develops a person's psychological hardiness and social interest. Encouragement is the lifeblood of a relationship. And yet this simple concept is often very hard to put into practice.

Encouragement is not a new idea. Its spiritual connotation dates back to the Bible in Hebrews 3:11 which states, "Encourage one another daily." Encouragement, as a psychological idea, was developed by psychiatrist Alfred Adler in the early 20th century and continued to evolve through the work of Adler's follower Rudolph Dreikurs. However, even today, relatively few educators, parents, psychologists, leaders or couples have utilized this valuable concept. Most of the time, people mistakenly use a technique like praise in an effort to "encourage" others.

Half the job of encouragement lies in avoiding discouraging words and actions. When children or adults misbehave, it is usually because they are discouraged. Instead of building them up, we tear them down; instead of recognizing their efforts and improvements, we point out mistakes; instead of allowing them to belong through shared decision-making and meaningful contributions, we isolate and label them.

Most of us are skilled discouragers. We have learned how to bribe, reward and, when that fails, to punish, criticize, nag, threaten, interrogate and emotionally withdraw. We do this as an attempt to control those we love, bolstered by the mistaken belief that we are responsible for the behavior of everyone around us, especially our spouses and children. These attempts to control behavior create atmospheres of tension and conflict in many houses.

Most commonly, we discourage in five general ways:

- We set standards that are too high for others to meet because we are overly ambitious.
- We focus on mistakes as a way to motivate change or improved behavior.
- We make constant comparisons (self to others, siblings to one another).
- We automatically give a negative spin to the actions of others.
- We dominate others by being overly helpful, implying that they are unable to do it as well.

Encouragement is not a technique nor is it a special language used to gain compliance. Encouragement conveys the idea that all human beings are worthwhile, simply because they exist. In one sentence, Mr. Rogers does more for a child's sense of adequacy than a hundred instances of praise when he says, "I like you just the way you are." Not I like you when you do it well enough, fast enough and get it all correct. Encouragement develops children's psychological hardiness -- their ability to function and recover when things aren't going their way.

Encouragement enhances a feeling of belonging which leads to greater social interest. Social interest is the tendency for people to unite themselves with other human beings and to accomplish their tasks in cooperation with others. The Junior League mission of "developing the potential of women and improving communities through the effective action and leadership of trained volunteers" is rooted in the idea of social interest.

The first step to becoming an encouraging person is to learn to distinguish encouragement from discouragement. As a rule, ask yourself: **Whatever I say or do, will it bring me closer together or farther apart from this person?**

We all have the power to be more encouraging people. The choice, as always, is yours.

Source: <http://carterandevans.com/portal/index.php/adlerian-theory/84-encouragement-101-the-courage-to-be-imperfect>

Week 5 Session 10

Topic 10: Affirmations

Introduction / Procedure / Reminders:

1. The last session on self-development emphasizes self-affirmation. Remind students that even though opinions of other people are important, what they think and how they feel about themselves is far more potent.
2. Read with the class "The Power of Personal Declarations and Being Happy."

3. Encourage students to make their personal declaration and make a creative slogan to highlight its impact.
 - Use any available resources like bond paper, ¼ illustration board, Manila paper or cartolina and coloring materials. Be resourceful.
 - Create a slogan of your personal declaration.
 - Find a partner or a triad to discuss why you choose that particular declaration.
4. You may ask for volunteers to share their work with the class.
5. As integration activity, tell students that developing the self may not be an easy journey towards happiness but it is worth pursuing.
6. Explain Portfolio Output 8: Slogan or Personal Declaration on Being Happy (Individual work).

Reading: THE POWER OF PERSONAL DECLARATIONS by Dr. Emily DeCarlo

So often we accept the declarations that others have made concerning our own lives, wellbeing or fate. It is imperative that we recognize that in order to achieve what we want in life, we must not give our power away to others by accepting their declarations concerning our affairs. When one decides that he or she will boldly declare good fortune, wellness, joy, etc. relative to his or her life, all of heaven will break loose! Goodness and mercy shall surely follow.

From birth, we are often told what we are going to be. Sometimes, this is a good thing, but supposes you have been told time and time again that "you will not amount to anything just like your mother or father"? This is a dangerous declaration because it sets into motion the actualization of an unwanted occurrence. All of us want to amount to something! In order to counteract this and all of the negative declarations with their destructive potential, one must consciously replace them with one's own declarations. In so doing, you are now in control of setting into action what you really want to occur. You can declare that goodness and mercy shall surely follow you all the days of your life!

The following are some declarations that you may want to make concerning your life:

I declare:

- that I am totally free of all addictions.
- that I will survive any attempts of others to control my life.
- that I am free in my mind, body, and emotions.
- that I am free to set goals and reach them.
- that I am a loving individual with the capacity to give love.
- that I am a child of God with all rights and privileges thereof.
- that I will contribute to the welfare of others.
- that I will be an ambassador of goodwill to all I meet on the journey.
- that I will be a good example for others to follow.
- that I will help all that I can to reach their goals.
- that I will speak words of encouragement to others.
- that I will find the goodness in life and focus on it.
- that I will not succumb to the negative influences of others.
- that I will read the information that will encourage my personal, and spiritual growth.
- that I will commit to being the best I can be.

These declarations are meant to encourage you to take control of the influences in your life. They are suggestions as to what positive things you can speak about your own life instead of accepting whatever has been said about you in the past. You now

have the authority to plant the seeds of love, encouragement and victory in your garden, thereby crowding out the weeds of negativity that may already have taken root! Just as in a garden, you may have to pull and pull until you get some weeds out. Sometimes, the negative comments and declarations of others have taken such a stronghold in our lives, that we must persist until we see the bough not only fall, but break into pieces. Don't be discouraged if you don't reach your goals overnight. Just remember that even a small stream of water will crack concrete eventually!!

Source: http://www.selfgrowth.com/articles/the_power_of_personal_declarations

Portfolio Output No. 8: Slogan or Personal Declaration on Being Happy

1. Read the essay on "Being Happy".
2. Choose a phrase, sentence, or paragraph that strikes you.
3. Make a slogan or personal declaration on how you can be committed to your self-development.
4. Explain your thoughts and feelings about it. Include specific ways in which you will develop yourself further.

Reading: BEING HAPPY

You may have defects, be anxious and sometimes live irritated, but do not forget that your life is the greatest enterprise in the world. Only you can prevent it from going into decadence. There are many that need you, admire you and love you.

I would like to remind you that being happy is not having a sky without storms, or roads without accidents, or work without fatigue, or relationships without disappointments.

Being happy is finding strength in forgiveness, hope in one's battles, security at the stage of fear, love in disagreements.

Being happy is not only to treasure the smile, but that you also reflect on the sadness. It is not just commemorating the event, but also learning lessons in failures. It is not just having joy with the applause, but also having joy in anonymity.

Being happy is to recognize that it is worthwhile to live, despite all the challenges, misunderstandings and times of crises.

Being happy is not inevitable fate, but a victory for those who can travel towards it with your own being.

Being happy is to stop being a victim of problems but become an actor in history itself. It is not only to cross the deserts outside of ourselves, but still more, to be able to find an oasis in the recesses of our soul. It is to thank God every morning for the miracle of life.

Being happy is not being afraid of one's feelings. It is to know how to talk about ourselves. It is to bear with courage when hearing a "no". It is to have the security to receive criticism, even if is unfair. It is to kiss the children, pamper the parents, and have poetic moments with friends, even if they hurt us.

Being happy means allowing the free, happy and simple child inside each of us to live; having the maturity to say, "I was wrong"; having the audacity to say, "forgive me". It is to have sensitivity in expressing, "I need you"; to have the ability of saying, "I love you." So that your life becomes a garden full of opportunities for being happy...

In your spring-time, may you become a lover of joy. In your winter, may you become a friend of wisdom. And when you go wrong along the way, you start all over again. Thus you will be more passionate about life. And you will find that happiness is not about having a perfect life but about using tears to water tolerance, losses to refine patience, failures to carve serenity, pain to lapidate pleasure, obstacles to open the windows of intelligence.

Never give up ... Never give up on the people you love. Never give up from being happy because life is an incredible show. And you are a special human being!

Source: <https://www.facebook.com/mcspa/posts/10153625162832490>

End of Unit 1 Assessment Unit 1: Self-Development

List of Outputs for Portfolio:

Module 1:

1. Talent / Variety Show Presentation (Group work)
2. Journal Reflection from My Banner (Individual work)

Module 2:

3. Aspects of Development with Plan of Action (Individual work)
4. Personal Recipe for Success with reflection (Individual work)

Module 3:

5. My Personal Timeline with Reflection (Individual work)
6. Mindfulness with Reflection (Individual work)

Module 4:

7. Role Play on Challenges of Middle Adolescence (Group work)
8. Slogan or Personal Declaration on Being Happy (Individual work)

Evaluation of Unit 1	6 Individual Outputs x 16 points maximum	=	96 points
	2 group outputs x 16 points maximum	=	32 points
	Attendance x 16 points maximum	+	<u>16 points</u>
	Total maximum points		144 points

Conversion to Grades – Unit 1

Points	Grade (%)
128-144	96-100
111-127	91-95
94-110	86-90
77-93	81-85
60-76	75-80
Below 60	Failure

Unit 2: Aspects of Personal Development

MODULE 5:

Coping with Stress in Middle and Late Adolescence

Big Question: *What is stress and how can adolescents manage it?*

Objectives:

At the end of this module learners will be able to:

1. discuss that understanding stress and its sources during adolescence may help in identifying ways to cope and have a healthy life,
2. identify sources of their stress and illustrate the effect of stress on their system, and
3. demonstrate personal ways of coping with stress for healthful living.

Week 6 Session 11

Topic 11: Stress

Introduction / Procedure / Reminders:

1. Two common sources of stress are change and loss. Common experiences of students include migration, parents' separating, breaking up with boyfriends or girlfriends, changes in peer group and death of a grandparent. Reactions to loss are individually different and can vary for many reasons. Finding ways to cope and adjust to the changes and losses are critical for students. Teachers can help normalize these feelings and behaviors through discussion, everyday interaction and finding ways to help develop an understanding of the student's experience.
2. Ask students what they understand by "stress" and whether they have experienced stress.
Stress is the body's response to anything that makes us feel threatened or pressured. It is caused by any kind of demand, to which we must adapt, adjust, or respond. It is the body's automatic way of reacting to changes, challenges, and demands placed on us.
3. Conduct the Motivation: Stress Bingo. Have students walk around and find someone who participates in one of the activities listed on the Bingo sheet. The student will then ask the person to sign his/her name in the appropriate box. Try to find a different person for each activity. You may call out different types of Bingo: straight line, diagonal line, all spaces filled out, etc. After a few minutes, end the activity and ask the students how they found the activity. Was it stressful? How did they cope with the stress? Debrief: Students may realize that most people cope with stress similarly.
4. Give a lecturette on Stress Management. Encourage discussion.
5. Conduct the Activity: WHAT CAUSES YOU TO "LOSE YOUR COOL"? Students may choose the top 5 stressors from those listed and compare with 3 other classmates. If there is time, the class can vote on the top 5 stressors for the class.

Motivation: STRESS BINGO

Copy the bingo card in your journal. Find someone who regularly participates in one of these activities. Ask him/her to sign his/her name in the appropriate box.

B I N G O				
Listens to music	Keeps a journal or a diary	Plays a musical instrument	Makes "to do" lists	Has hiked to the top of a mountain
Eats Breakfast	Enjoys baking cookies	Plays with an electronic device	Likes to laugh and does so a lot	Has a fish tank / aquarium
Plays outside after school	Talks to family about problems	Your favorite activity	Enjoys nature	Sleeps 9-11 hours a night
Goes for walks / bike riding	Volunteers	Practices a martial art	Daydreams	Does yoga or pilates
Enjoys going for a drive	Goes window shopping	Works out at a gym/ at home	Skis, Skateboards	Rented a movie on the weekend

Source: *Mental Health Kit, Junior High School, Alberta Health Services*

Reading: STRESS MANAGEMENT

Dictionary definitions do not quite capture the meaning of stress as it is seen and experienced in the world of work. One of the *Webster's* definitions describes it as an "...emotional factor that causes bodily or mental tension."

A practical way of defining stress is the feeling one gets from prolonged, pent-up emotions. If the emotions you experience are pleasant and desirable – joy, elation, ecstasy, delight – you usually feel free to let them show. They are not suppressed. Therefore; positive emotions do not usually cause stress. Negative emotions, on the other hand, are more often held inside. They are hidden. You suffer quietly and you experience stress. Do not confuse positive situations with positive emotions. A wedding, for example, is a positive situation that often brings about the negative emotions of anxiety and tension. So stress can exist in great situations.

Causes and Effects of Stress

Just as there is great variety in the range of emotions you might experience, there are many possible manifestations of stress – in your private life and in your working life. Here are some words that describe the emotions associated (as cause and effect) with stress.

- Anxiety
- Pressure
- Misery
- Strain
- Desperation
- Tension
- Anger
- Panic
- Dejection

Prolonged stress can be devastating; burnout, breakdown, and depression are some of the potential results of long-term, unmanaged stress. By wearing a mask, you may expect to hide stress caused by problems in your personal life and not let them influence your performance on the job. This will probably not work. The more you try to hold your emotions in, the greater the pressure build-up will be.

Everyday frustrations cause stress build-up

From the time you wake up until you go to sleep, you may be confronted with a succession of stressful situations. Managing to get yourself (and possibly a spouse and children) out of bed and ready to face the day can be a challenge to your patience and ingenuity. Driving to school or work can be harrowing – especially if you’re running late. You may experience frustration in arranging to get the car repaired. You may face conflicts in school or at work, such as coping with unrealistic deadlines, equipment failures, or unexpected bad weather. If part of your job is selling, you may experience feelings of rejection when most of your customers say “no.”

A series of stressful and frustrating experiences throughout the day can cause you to lie awake at night in an emotional turmoil – unable to get needed rest. You face the next day with less emotional and physical stamina. After another stressful day and another night without rest, you may have even less emotional strength and stability. Therefore, stress build-up, if not resolved, continues day after day.

Problems in our personal life can be devastating

Surviving the normal, everyday stress described above can be difficult. But far more serious and painful circumstances can create long-term stress. More serious stressful circumstances may include separation from loved ones, personal illness, or illness of a loved one, death of someone you care about, or conflict with a spouse or close friend. Other major causes of stress are problems with drug and alcohol abuse, domestic violence, care of children and elderly relatives, chronic mental illness, injury, physical handicaps, even moving to a new home, if you’ve lived in the same place for more than 10 years. The list goes on and on.

Managing your personal finances can be another stressful experience. This can be a problem no matter what your income level, but it is especially difficult if you must support a family and do not earn enough to live comfortably. Unpaid bills, unwise use of credit, and budget limitations can make life difficult.

A common cause of stress is dealing with life’s transitions

This is especially true when a person must cope with too many transitions all at once. For example, Ellen has just completed a program in fashion merchandising. She is eager to get started on her new job. Her mother is ill and requires care. Her father died a few months ago. Ellen’s new job requires that she relocate to a town 100 miles from home. The move, a new career, and a change in family relationships may cause excessive stress for her. Too many changes have arrived at the same time.

Source: Personal Development for Life and Work, 8th Ed., by Wallace, H.R. & Masters, L.A., 2001.

Activity: WHAT CAUSES YOU TO “LOSE YOUR COOL”?

We all have certain things, situations, or people that cause us to lose our composure from time to time. Determine what causes YOU to “lose your cool” by completing this activity. When you begin to identify your stressors, you can become skilled at preventing negative consequences. Place an **X** next to each factor that causes you stress. There are blank spaces provided so you can add your own.

- | | |
|------------------------------|-------------------------|
| _____ being late | _____ parents fighting |
| _____ too much homework | _____ getting detention |
| _____ speaking in public | _____ your job |
| _____ babysitting | _____ taking tests |
| _____ going to the dentist | _____ video games |
| _____ arguments with friends | _____ using a computer |

_____ restrictions at home
 _____ chores
 _____ lack of sleep
 _____ no date for a dance
 _____ pimples
 _____ physical education class
 _____ math class
 _____ English class
 _____ other class _____
 _____ boredom
 _____ rude people
 _____ no money
 _____ no transportation
 _____ playing on a sports team
 _____ not being included in a sports team
 _____ losing something valuable

_____ closed-in spaces
 _____ commercials
 _____ interruptions while busy
 _____ getting an injection
 _____ arguments with parents
 _____ fight with boyfriend/girlfriend
 _____ losing
 _____ careless drivers
 _____ slow drivers
 _____ loud people
 _____ baby crying
 _____ disrespectful children
 _____ a friend betrays you

Source: *Emotional Intelligence Activities for teens 13-18.*

Week 6 Session 12

Topic 12: Stress Response

Introduction / Procedure / Reminders:

1. Stress is the body's response to anything that makes us feel threatened or pressured. It is caused by any kind of demand to which we must adapt, adjust, or respond. It is the body's automatic way of reacting to changes, challenges, and demands placed on us. Some stress is necessary, however too much stress may cause wear and tear on the body and mind. Major life events, such as moving, separation or divorce of parents, death of a loved one, changing schools or losing a friend, may cause anxiety and distress. Other day-to-day situations, including being late or leaving a project until the last minute, can also cause stress. It is important that students learn to recognize what might be causing them stress and learn strategies to help control and alleviate stress.
2. Discuss with students how stress is part of everyday life, and that there is good stress and bad stress. As a class, have students brainstorm types of good stress and bad stress. Write their responses on the board. You may review the previous activity worksheet, "What causes you to lose your cool?"
3. Ask students how they commonly feel when they "lose their cool." Ask students to complete Activity 1: Stress Signals. After they are done, they may pair up with a partner to share their responses.
4. Discuss the Reading: Stress Response with the students.
5. Initiate Activity 2: Quiet Time for 15 minutes.
6. Before ending the session, give instructions for Portfolio Output No. 9: My Stress Signals.

Activity: STRESS SIGNALS

Take a look at the warning signs of stress listed below. Check EACH of the warning signs that apply to you. When you are finished checking your warning signs, discuss your list with someone you can trust. Are there any similarities? How much stress do you think you are currently under? Discuss ways that you can eliminate some of the stress that could start to cause you physical or emotional or behavioral difficulties.

Physical		Emotional	Behavioral
<input type="checkbox"/> headaches	<input type="checkbox"/> overeating	<input type="checkbox"/> mood changes	<input type="checkbox"/> smoking
<input type="checkbox"/> stomach aches	<input type="checkbox"/> loss of appetite	<input type="checkbox"/> lack of concentration	<input type="checkbox"/> nail biting
<input type="checkbox"/> dizziness	<input type="checkbox"/> inability to sleep	<input type="checkbox"/> nightmares	<input type="checkbox"/> tapping
<input type="checkbox"/> back pain	<input type="checkbox"/> skin problems	<input type="checkbox"/> panic attacks	<input type="checkbox"/> pulling hair
<input type="checkbox"/> neck stiffness	<input type="checkbox"/> constant fatigue	<input type="checkbox"/> anxiety	<input type="checkbox"/> grinding hair
<input type="checkbox"/> ulcer sores on mouth	<input type="checkbox"/> cold hands or feet	<input type="checkbox"/> anger	<input type="checkbox"/> use of alcohol
<input type="checkbox"/> jaw pains	<input type="checkbox"/> excessive sweating	<input type="checkbox"/> irritability	<input type="checkbox"/> use of medication
<input type="checkbox"/> weight loss	<input type="checkbox"/> chest pains	<input type="checkbox"/> crying	<input type="checkbox"/> compulsive dieting
<input type="checkbox"/> weight gain	<input type="checkbox"/> high blood pressure	<input type="checkbox"/> thoughts of suicide	<input type="checkbox"/> hair chewing
<input type="checkbox"/> twitches (eyelids, face)	<input type="checkbox"/> rapid or difficult breathing	<input type="checkbox"/> depression	<input type="checkbox"/> nervous laughter
<input type="checkbox"/> weakness		<input type="checkbox"/> confusion	<input type="checkbox"/> pacing
<input type="checkbox"/> nausea		<input type="checkbox"/> feelings of helplessness	<input type="checkbox"/> lateness
<input type="checkbox"/> indigestion		<input type="checkbox"/> restlessness	<input type="checkbox"/> putting things off
<input type="checkbox"/> excessive sleeping		<input type="checkbox"/> racing thoughts	<input type="checkbox"/> not caring about physical appearance
		<input type="checkbox"/> aggressiveness	<input type="checkbox"/> compulsive overeating

Source: *Emotional Intelligence Activities for teens 13-18.*

Reading: STRESS RESPONSE

Your stress response is the collection of physiological changes that occur when you face a perceived threat—when you face situations where you feel the demands outweigh your resources—to successfully cope. These situations are known as stressors.

When your stress response is triggered, a series of changes occur within your body. They include:

- Redirection of blood away from extremities and instead to major organs
- The release of cortisol and other hormones, which bring other short- and long-term changes.
- The stress response is intended to give you a burst of energy so you're able to fight off attackers or run away from them effectively.
- This helped our ancestors, who faced numerous physical threats, to stay safe.
- However, now our threats tend to be less physical and more associated with our way of life—a challenge to our status, a demand for performance, etc. In addition to giving us a set of changes that may not match our needs as well (it might be more effective for us to have a burst of mental clarity or wisdom than a burst of physical strength, for example), the stress response can actually cause harm if it leads to a state of chronic stress—that is, if our stress response is triggered, and then our body doesn't go back to its normal state via the relaxation response.

Source: "What is a stress response?" by Scott, E. (2016)

Activity 2: QUIET TIME

Provide students with 15 minutes of quiet time. Play calming music. Provide students with paint, clay or pencils for creating if need be. Students can put their heads on the desk or find a quiet space somewhere in the room to relax. After 15 minutes of quiet time, students may share the experience of how they felt before, during and after the activity.

Portfolio Output No. 9: My Stress Signals

Write about your stress signals. Answer the following questions:

1. How do you know that you are stressed?
2. What stress signals do you have that your partner does not have?
3. How much stress do you think you are currently under?
4. How are your stress signals different for different types of stressors?
5. What are some ways that you usually remove or reduce the stress that cause you physical, emotional or behavioral difficulties?

Week 7 Session 13

Topic 13: Stress Management

Introduction / Procedure / Reminders:

1. Stress and change are part of our lives. We all talk about stress, but we are not always clear about what it is. This is because stress comes from both the good and bad things that happen to us. If we did not feel any stress, we would not be motivated to do anything. Too much stress, however, can negatively impact our mental wellness. It also may put students at greater risk of becoming involved in risk-taking behaviors. In senior high, students are becoming increasingly more responsible for their own use of time. Often, they are beginning to learn how to manage multiple tasks and expectations e.g., academic work, extra-curricular activities, family, friends and work.
2. Learning how to prioritize tasks and break them down into manageable steps is an important skill to learn for managing stress.
3. Start the class by doing the Belly Breathing Exercise as an Motivation.
4. Discuss with the class the Reading: Keep Stress Under Control.
5. Do the Activity 1: Stress Survival Kit with the class.
6. Explain the Activity 2: Project To-Do-List. Do Activity 2A in class, and assign Activity 2B as a group assignment as Portfolio Output No. 10 Project To-Do.

Motivation: BELLY BREATHING

Deep breathing is a stress reduction strategy that can be used in the present moment as well as an excellent skill to master to more effectively cope with future stressors. Have all students stand with comfortable space between each other or seated in a chair. Give the following directions:

1. Stand straight with feet shoulder-width apart.
2. Relax your arms and hands.
3. Relax your body.
4. Close your eyes.
5. Focus on lower abdomen (belly) and imagine a small balloon in that space.
6. Breath in slowly and deeply through nostrils, imagining the balloon inflating (getting bigger/larger/growing) slowly, hold a few seconds

7. Slowly exhale through the mouth, imagining the balloon gently deflating (getting smaller, shrinking); blow out of the mouth as if blowing out a candle
8. Tip: Place a hand over the lower abdomen to feel it go up and down, and make sure you're not breathing with the chest
9. Repeat at least 10 times.

Ask students how different their bodies feel after the exercise. (Are they more relaxed/calm? Do they feel lighter? Great? Tired?) Explain that Belly breathing is one of the strategies that one can do in stressful situations, but there are others too.

Source: <http://www.healthiersf.org/resources/pubs/stressRed/StressReductionActivities.pdf>

Reading: KEEP STRESS UNDER CONTROL

There are many effective ways to handle stress. Of course, you can't avoid stress—in fact, you wouldn't want to avoid all stress, because you'd never grow. However, you can manage your life so that you survive the emotional down times without allowing stress to engulf you. Also, you can work to eliminate controllable stress factors, such as running late or not getting enough sleep. But when stress is constant or too great, your wisest option is to find ways to reduce or control it. You need not, and should not, live your life in emotional stress and discomfort. Stress can be successfully managed. Here are some suggestions that may help.

Understand the Causes of Stress

Understanding why you are under stress is important. This may seem obvious, but it requires deliberate, conscious effort to pause and simply ponder your situation. By now, you are familiar with the stress response, the emotional or physical symptoms of uncontrolled stress. Now you need to try to discover the stressors, the factors of which create the stress in your life.

Analyze your Stress Factors and Write Them Down

Write down your response to stress. For example, you may write down, "I feel tired most of the time. My lower back seems to ache all through the day and night. I miss deadlines and run behind schedule." Analyze stress responses and consequences, and consider each item, and ask why. "Why am I feeling tired? Why does my back ache? Why do I run behind schedule? Carefully consider each answer, because the answers will reveal stressors, such as deadlines, anxieties, trying to do so much, managing time or money poorly, or poor health habits.

Deal with the Stressors

Develop techniques to deal with the causes of stress. The longer you avoid dealing with the stress factors, the more the stress will build up. If tension comes because you have put off an unfinished task, restructure your priorities so you can get the task that you have been avoiding out of the way and off your mind.

Learn to Work under Pressure or Unusual Conditions

When you can't reduce the stressors, you need to manage your stress response. Almost everyone, at least at some point, has to meet deadlines, keep several jobs going at once, resolve problems that come up, and do extra work when necessary. However, when the pressure mounts, you can relieve it. Relaxation is key—but most people must train themselves to relax when the pressure is on.

Some tips to relax when under pressure are the following:

- Stop for a moment (especially when you feel your muscles tightening up) and take a few deep breaths.
- Do a relaxing exercise. Swing your hands at your sides and stretch.
- Take a “power nap.” Lie down and totally relax for a few minutes.
- Find time to do the things you enjoy.
- Leave your study area for a while to take a brisk walk.
- Find a quiet place to read a magazine or novel during break or at lunch.
- If possible, look at some peaceful images such as forests, beaches, etc. These images can initiate a relaxation response.
- Look up.
- Keep something humorous on hand, such as a book of jokes.

Source: *The Nemours Foundation, available from kidshealth.org*

Activity 1: STRESS SURVIVAL KIT

Reviewing the student responses to the Stress Bingo, discuss how people deal with stress differently. Survival kits are essential to prepare before a crisis. Sometimes, we also need to prepare survival kits for stressful situations, before they happen. In this activity, the students will be making their own survival kits that will help cope with stress within their everyday lives. You may show them your survival kit and what you have inside it. Talk about why you put certain things into your kit and how it helps you cope with stress.

1. Choose 3 objects or symbols that make you feel relaxed to include in your kit.
2. You can make the symbols.
3. You can use words or pictures.
4. You can bring an object from home.
5. Think about how the symbol helps you when you are dealing with stress and stressful situations.
6. Write a paragraph for each symbol or object in your kit and how it helps you cope with stress in your everyday life.
7. Sharing a part of your kit with peers may be a follow up activity.

Source: *Mental Health Kit, Junior High School, Alberta Health Services*

Activity 2: PROJECT TO-DO-LIST

The objective of this activity is to provide the students with a project that they will need to plan. The activity is broken into 2 parts. This allows students to experience what it is like to plan a project without help and how their experience may differ when they are provided with a planning tool to help them break the project down into smaller, more manageable, tasks.

Remind students that many projects or school assignments can initially seem overwhelming. Learning to break projects down into smaller tasks will help students complete the project and experience less stress and more positive feelings along the way.

Activity 2A: Year End Activity Day

Each student chooses a partner, and the pairs will be given 10 minutes to plan their grade 11 year-end activity day. Do not provide them with any further

instruction or tools to help them plan. After the 10 minutes, ask a few students to share with the class what plans were made and what their experience of planning was like.

Activity 2B: Steps to Planning

Instruct the students that there are many tasks that they will need to complete throughout their lives (planning an event, writing a term paper, studying for final exams). Sometimes the projects will seem overwhelming. One way of dealing with the stress of such tasks is to break them down into smaller steps, resulting in a greater sense of control and accomplishment. Instead of looking at a task as one big goal, learn to divide projects into small, well-defined tasks. Direct the students to the activity worksheet Sample Project To-Do List. Highlight how the student used this planning tool to break down her project (psychology term paper) into manageable steps. Go over each step with the students, highlighting how tasks can be broken down into smaller and smaller steps.

Sample Project To-Do List	Now you do it! Project To-Do List
Project Overview: Psychology Term Paper	Project Overview:
Step 1: Find a Topic Tasks: <ul style="list-style-type: none"> • Talk to the professor • Check my textbook • Peruse the available books and journals at the library 	Step 1: _____ Tasks: <ul style="list-style-type: none"> • _____ • _____ • _____
Step 2: Locate Research Materials Tasks: <ul style="list-style-type: none"> • Use library databases to locate articles • Check online databases • Get articles (download, copy, order from interlibrary loan) 	Step 2: Tasks: <ul style="list-style-type: none"> • _____ • _____ • _____
Step 3: Research Paper Tasks: <ul style="list-style-type: none"> • Read articles, taking notes as I go • Determine if I need references • Piece together an outline of my paper based on my notes 	Step 3: Tasks: <ul style="list-style-type: none"> • _____ • _____ • _____

Direct the students to the right side of the Project To-Do List. Working in groups of four, students will use this template to plan their grade 11 year-end fun day as their portfolio output as a group.

Source: Mental Health Kit, Junior High School, Alberta Health Services

Portfolio Output No. 10 Project To-Do

With your group mates, plan your Grade 11 year-end fun day following the Project-To-Do Template. Write this plan down. Then write a reflection on how your experience of planning changed with the use of the planning tool. What did you notice about your group's work? Was there a lot of stress in planning? How did your group reduce their stress level? How can you apply this planning method to other real-life projects?

<p style="text-align: center;">MODULE 6: The Powers of the Mind</p>

Big Question: How do we develop the powers of our mind?

Objectives:

At the end of this module, learners will be able to:

1. discuss that understanding the left and right brain functions may help in improving one's learning,
2. explore mind-mapping techniques suited to right brain- or left brain-dominant thinking styles, and
3. make a plan to improve learning using both left and right brain development.

Week 7 Session 14

Topic 14: Cognitive Development

Introduction / Procedure / Reminders:

1. Start the class with the Motivation: Lateral Thinking Puzzles. Introduce the puzzles, one at a time. Tell students that you can answer only yes or no questions. You can do as many as time permits. Only the first four are in the student reader. After a few attempts at answers from the class, you may give the correct answer.
2. Introduce the topic on cognitive development. You may tell the class that in the next lesson, we'll talk about new scientific discoveries about the brain, and how these affect learning. But first let's talk about what you already know. Let's consider two different questions. (Write on the board, or on prepared manila paper
 - *What is the brain and how does it work?*
 - *What happens inside your brain when you learn something new?*
3. Record students' answers, beginning with the first question. For items in dispute, add all opinions. Information that students (or you) don't agree on should be followed by a question mark. Students may need prompts to answer the second question, such as: How did you learn to talk? To read? To ride a bicycle? To shoot a basket?
4. Give a Lecturette on Cognitive Development with the use of the Reader: Brainpower: Complex Organ Controls Your Every Thought and Move.

Motivation: LATERAL THINKING PUZZLES

1. You are driving down the road in your car on a wild, stormy night, when you pass by a bus stop and you see three people waiting for the bus:
 - a. An old lady who looks as if she is about to die
 - b. An old friend who once saved your life
 - c. The perfect partner you have been dreaming about

Knowing that there can only be one passenger in your car, whom would you choose?
(Answer: The old lady of course! After helping the old lady into the car, you can give your keys to your friend, and wait with your perfect partner for the bus.)

2. Acting on an anonymous phone call, the police raid a house to arrest a suspected murderer. They don't know what he looks like but they know his name is John and that he is inside the house. The police bust in on a carpenter, a lorry driver, a mechanic and a fireman all playing poker. Without hesitation or communication of any kind, they immediately arrest the fireman. How do they know they've got their man?

(Answer: The fireman is the only man in the room. The rest of the poker players are women.)

3. A man lives in the penthouse of an apartment building. Every morning he takes the elevator down to the lobby and leaves the building. Upon his return, however, he can only travel halfway up in the lift and has to walk the rest of the way - unless it's raining. What is the explanation for this?

(Answer: The man is a dwarf. He can't reach the upper elevator buttons, but he can ask people to push them for him. He can also push them with his umbrella.)

4. A father and his son are in a car crash. The father is killed and the child is taken to hospital gravely injured. When he gets there, the surgeon says, 'I can't operate on this boy - for he is my son!!!' How can this possibly be?

(Answer: The surgeon cannot operate on her own son; she is his mother.)

5. There are six eggs in the basket. Six people each take one of the eggs. How can it be that one egg is left in the basket?

(Answer: The last person took the basket with the last egg still inside.)

6. How could a baby fall out of a twenty-story building onto the ground and live?

(Answer: The baby fell out of a ground floor window.)

Processing questions: As you were thinking of solutions to the puzzles, what was going on inside you? What organ was working?

Source: www.folj.com/lateral/

Reading: BRAINPOWER: COMPLEX ORGAN CONTROLS YOUR EVERY THOUGHT AND MOVE

How did you get here?

No, no, no! It's not a question about your conception or birth.

How did you get here? On this page. Reading this story.

The answer is a lot more complex than, "My teacher told me to read it" or "I clicked on it by accident." The answer involves thought, as in "I want to get on the Internet"; movement—pressing the computer's power button and grasping a mouse; memory—like recalling how to use a browser or a search engine; and word recognition such as "Brainpower" and an understanding of its meaning.

In short, the answer involves a wrinkled, pinkish-gray, three-pound organ that is primarily composed of fat and water and goes by the name of *brain*.

You got to this article because that jelly-like mass topping off your spinal cord fired electrical signals to your hand telling it how to move. You got to this article because your brain stored information about using a computer and the definition of words that you learned years ago. You got to this article because your brain is working.

Keep reading to find out how it functions, if it repairs itself and if the effects of drug use are permanent.

The power to act

The brain has three major parts -- the cerebrum, the cerebellum and the brain stem. The brain stem connects the spinal cord and the brain. It controls functions that keep people alive such as breathing, heart rate, blood pressure and food digestion. Those activities occur without any thought. You aren't telling yourself, "Inhale. Exhale. Inhale." You're just breathing.

Things are different in the cerebellum. That region controls voluntary movement. When you want to lift your fork, wave your hand, brush your hair or wink at a cutie, you form the thought and then an area in the cerebellum translates your will into action. It happens so quickly. Think about how little time passes between your desire to continue reading this sentence and the time it takes your eyes to move to this word or this one. It seems automatic, but it isn't.

Neurons, the basic functional units of the nervous system, are three-part units and are key to brain function. They are comprised of a nerve cell body, axon and dendrite, and they power the rapid-fire process that turns thought into movement.

The thought moves as an electrical signal from the nerve cell down the axon to a dendrite, which looks like branches at the end of nerve cells. The signal jumps from the end of the dendrite on one cell across the space, called a synapse, to the dendrite of another cell with the help of chemicals called neurotransmitters. That signal continues jumping from cell to cell until it reaches the muscle you need to wave, wink or walk.

The cerebrum is the largest of the three brain sections, accounts for about 85 percent of the brain's weight, and has four lobes. The lobes-frontal, parietal, temporal and occipital -- each have different functions. They get their names from the sections of the skull that are next to them.

The parietal lobe helps people understand what they see and feel, while the frontal lobe determines personality and emotions. Vision functions are located in the occipital lobe, and hearing and word recognition abilities are in the temporal lobe.

A critical age

Because the brain's healthy functioning is essential to living and determines quality of life, doctors emphasize protecting the organ from injury and chemical abuse.

There is a consensus among researchers that brain cells regenerate throughout life, said Doug Postels, a pediatric neurosurgeon in New Orleans, but that new growth happens very slowly after a certain age.

"The size of the brain doesn't increase much after 3," Postels explains.

During the first three years of life, the brain experiences most of its growth and develops most of its potential for learning. That's the time frame in which synaptogenesis, or the creation of pathways for brain cells to communicate, occurs.

Doctors generally accept that cut-off point for two reasons, Postels said. First, in situations where doctors removed parts of the brains of patients younger than 3 to correct disorders, the remaining brain sections developed to assume the role of the portions those doctors removed. But when physicians performed the same surgery on older patients, that adaptability function did not occur.

Second, "We know from experiments that if you deprive people of intellectual stimulation and put them in a dark room, that it produces permanent changes in the brain," Postels said. "That occurs most dramatically before age 3. After that age, it's impossible to ethically do a study."

Previous research produced information about the effects of stimulation deprivation, but modern ethical guidelines prohibit such research on people because of the potentially harmful outcome.

Drug damage

Because so little recovery occurs to brains damaged after age 3, the effects of drugs and alcohol on the brain might be lasting.

Doctors know what inhalants, steroids, marijuana, cocaine and alcohol do to the brain when people use them. "The question scientists can't answer now is if the damage is permanent," said Sue Rusche, co-author of "False Messengers," a book on how addictive drugs change the brain.

Inhalants, such as glue, paint, gasoline and aerosols, destroy the outer lining of nerve cells and make them unable to communicate with one another. In 1993, more than 60 young people died from sniffing inhalants, according to National Families in Action, a drug education center based in Atlanta.

Studies have found that marijuana use hinders memory, learning, judgment and reaction times, while steroids cause aggression and violent mood swings.

Ecstasy use is rising among young people, Rusche said, and scientists have found that drug destroys neurons that make serotonin, a chemical crucial in controlling sleep, violence, mood swings and sexual urges.

While doctors and scientists know about some effects drugs have on the brain, they don't have a full picture, Rusche said.

"When people start using a drug, the scientists know nothing about it. These people are volunteering to be guinea pigs," said Rusche, who is co-founder and executive director of National Families in Action. "Once enough people take it, scientists apply for grants and start studying it. People are inventive. They find new drugs or new ways to take old drugs-like crack from cocaine.

"There's a lot we won't know about until later," she said. "The classic example is cigarettes. We allowed people to smoke for 100 years before we knew about all the horrible things that nicotine will do.

Source: Christy Oglesby, CNNfyi Senior Writer, December 5, 2000 from <http://edition.cnn.com/fyi/interactive/news/brain/structure.function.html>

Week 8 Session 15

Topic 15: Critical Thinking and Some Theories about the Brain-Side Dominance

Introduction / Procedure / Reminders:

1. Do the Motivation: Brain Dominance. Ask the students to raise their hands if they are right-brain dominant or left-brain dominant.
2. Read together with the class and discuss the reading: The Dominant Side of the Brain.
3. Give Lecturette on new Research Study on The Brain's Left and Right Side. Generate some questions from students. What do they think about this new research? Encourage critical thinking.
4. Introduce students to the Mind Mapping Activity. Say something like: *However, some learning tools that help you utilize both sides of the brain may help you learn more effectively.*
5. To practice the concept, do a sample Mind Map with the students.
6. If there is time, give the additional lecturette on "You Can Grow Your Intelligence." Introduce this by saying: People generally have one of two different ideas about intelligence:
 - You're smart or you're not smart, and that never changes. OR
 - It's possible to grow your intelligence.

Raise your hand if you believe the first one. [Show of hands.]

Raise your hand if you believe the second one. [Show of hands.]
 If you're not sure, you're not alone. This is a question researchers have been asking for years. And some of the answers are surprising.

7. Explain the requirement for Portfolio Output 11: Make a Mind Map.
8. To assist them, read to them the Additional Reading: The Myth of Michael Jordan. You may also refer them to the video of Michael Jordan at https://www.youtube.com/watch?v=w0BQKX_IszY
9. Give assignment for next session. Bring some print ads of body beautifying products, clothes, or fashion.

Motivation: BRAIN DOMINANCE

Which of these apply to you?

- | | |
|--|--|
| <input type="checkbox"/> I am very organized. | <input type="checkbox"/> I work best in a quiet space. |
| <input type="checkbox"/> I remember faces more than names. | <input type="checkbox"/> I daydream a lot. |
| <input type="checkbox"/> I think things through before making a decision. | <input type="checkbox"/> I hate taking risks. |
| <input type="checkbox"/> If someone's mad at me, I can tell even without the person saying a word. | <input type="checkbox"/> I tend to get emotional. |
| | <input type="checkbox"/> I make a to-do-list. |
| | <input type="checkbox"/> I trust my "gut instinct". |

If you have more "yes" answers from the left column, you are probably left-brain dominant, while if you have more "yes" answers from the right column, you are probably right-brain dominant.

Reading: THE DOMINANT SIDE OF THE BRAIN

Researchers believed that brain dominance determines a person's preferences, problem-solving style, personality characteristics, and even career choices. For example, a right-brain individual will quickly get a feeling for a situation, while a left-brain person will usually ask a lot of questions first. The following chart reflects additional difference between left and right-brain dominance.

PERSONAL PREFERENCE	
LEFT DOMINANCE	RIGHT DOMINANCE
Classical music	Popular music
Being on time	A good times
Careful planning	To visualize the outcome
To consider alternative	To go with the first idea
Being thoughtful	Being active
Monopoly, scrabble, or chess	Athletics, art, or music

There is nothing good or bad about either preference. Both orientations can be equally successful in accomplishing a single task; however, one may be more appropriate over the other depending on the situation.

Lecturette: RESEARCH STUDY "THE BRAIN'S LEFT AND RIGHT SIDES SEEM TO WORK TOGETHER BETTER IN MATHEMATICALLY GIFTED MIDDLE-SCHOOL YOUTH"

WASHINGTON- There really may be something different about the brains of math-heads. Mathematically gifted teens did better than average-ability teens and college students on tests that required the two halves of the brain to cooperate, as

reported in the April issue of *Neuropsychology*, published by the American Psychological Association (APA).

In the study, a joint effort of psychologists at the U.S. Army Research Institute for the Behavioral and Social Sciences at Fort Benning, Ga. and the University of Melbourne, Australia, researchers studied 60 right-handed males: 18 mathematically gifted (averaging nearly 14 years in age), 18 of average math ability (averaging just over 13), and 24 college students (averaging about 20). Math giftedness seems to favor boys over girls, appearing an estimated six to 13 times more often. It's not known why but prenatal exposure to testosterone is suspected to be one influence due to its selective benefit to the right half of the brain.

The gifted boys were recruited from a Challenges for Youth-Talented program at Iowa State University. Whereas the average Scholastic Aptitude Test (SAT) math score for college-bound high-school seniors is 500 (out of 800), the mathematically gifted boys' average SAT math score in middle school was 620.

The boys viewed letter patterns flashed on the left or right sides of a computer screen, and had to indicate whether two patterns matched or not - a simple way of learning how the brain responds to data put before either the left or right visual field, corresponding to processing in the right or left brain because the input generally crosses over to the other side.

The letter patterns were presented in three conditions - one-sided, to the right hemisphere (left eye); one-sided, to the left hemisphere (right eye); or bilaterally (both eyes). There were two types of tasks -- "local," saying two letters matched or mismatched on the small letters that went into making big letters (for example, a big T whose two strokes were made of smaller T's), and "global," saying two big letters matched or mismatched.

For the average teens and college students, the left brain hemisphere was faster for local matches and the right brain hemisphere was faster for global matches. This fit prior research, which has indicated that the left hemisphere is adept at processing visual "parts," in this case the letter details, while the right hemisphere is more adept at analyzing visual "wholes," in this case the global shapes of the big letters. However, the mathematically gifted boys showed no such hemispheric differences. Those who were precocious in math were equally good at processing global and local elements with either hemisphere, suggesting more interactive, cooperative left and right brains.

In addition, whereas average-ability boys and college students were slower on cooperative trials, which presented letter patterns on both sides of the screen, the math-gifted showed the opposite pattern. They were slower on one-sided trials, but when a task "asked" both sides of the brain to work together, they were considerably faster than the other boys.

The study supports the growing notion that the mathematically gifted are better at relaying and integrating information between the cerebral hemispheres. Says co-author Michael O'Boyle, PhD, "It's not that you have a special math module somewhere in your brain, but rather that the brain's particular functional organization - which allows right-hemisphere contributions to be better integrated into the overall cognitive/behavioral equation -- predisposes it towards the use of high-level imagery and spatial skills, which in turn just happen to be very useful when it comes to doing math reasoning."

The research supports the broader notion that "the functional (though not necessarily structural) organization of the brain may be an important contributor to individual differences in cognitive abilities, talents and, at the very least, information-processing styles," says O'Boyle.

He adds, "Various expressions of exceptionality, such as giftedness in math, music or art, may be the by-product of a brain that has functionally organized itself in a qualitatively different way than the usual left/right hemispheric asymmetry."

At the same time, O'Boyle is not sure whether the findings could apply to math education in general. "Our work may perhaps have something to say about the optimal timing of when a particular brain is most 'ready to learn' or acquire a given skill, but I don't think we can 'create' a math genius without the innate talent already there," he says.

Finally, given the rising use of testosterone by adult men, O'Boyle cautions that, "Testosterone taken later in life will not help your math, as the window of influence on brain development is pretty much prenatal. It may enhance muscle mass, but it is unlikely to help you solve calculus problems."

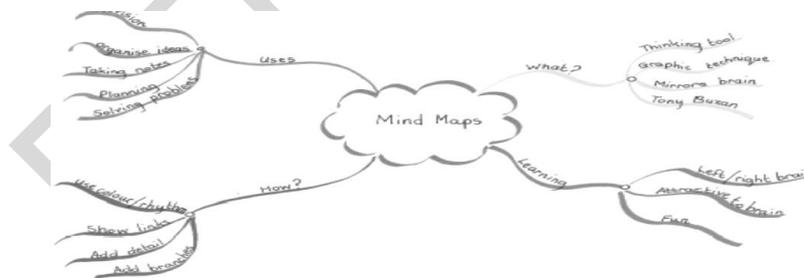
Source: "Interhemispheric interaction during global-local processing in mathematically gifted adolescents, average-ability youth, and college students," Harnam Singh, Ph.D., U.S. Army Research Institute for the Behavioral and Social Sciences, and Michael W. O'Boyle, PhD, University of Melbourne, Australia; *Neuropsychology*, Vol. 18, No. 2.

Reporters: Michael O'Boyle, from the American Psychological Association, available from <http://www.apa.org/news/press/releases/2004/04/interhemispheric.aspx>

Reading: MIND MAPPING

Mind mapping is a powerful thinking tool. It is a graphical technique that mirrors the way the brain works, and was invented by Tony Buzan. Mind mapping helps to make thinking visible. Most people make notes using lined paper and blue or black ink. Making notes more attractive to the brain by adding color and rhythm can aid the learning process, and can help to make learning fun. The subject being studied is crystallized in a central image and the main theme radiates out from the central image on branches. Each branch holds a key image or a key word. Details are then added to the main branches and radiate further out. Mind maps have a wide variety of uses, for example, note taking, revision planning, planning for writing and problem solving can all be successfully carried out using the technique. The colors and the graphics used will help children to organize their ideas and thoughts. They can be very simple or, quite detailed depending upon the age of the children and the complexity of the subject. Because creating the mind map involves the use of the left and right brain, remembering the information becomes easier!

Below is an example of a simple mind map linked to the information above:



Mind mapping can be used in all curriculum areas and can help children to think about their learning.

How to draw a mind map:

1. Turn the page on its side (landscape). Use plain paper.
2. Draw the central image using different colors. The central image should encapsulate the subject of the map.
3. Add the branches representing the subject's main topics or themes using key words or images.

4. Add detail with more key words and images. Use color.
5. Print the words clearly.
6. Use arrows to connect linked ideas.

Source: *Dodd (2004). Learning to Think: Thinking to Learn*,
<http://aysinalp.edublogs.org/files/2013/09/TheBrainandLearning-1f6e16y.pdf>

Activity: LET'S TRY IT MAKING A MIND MAP!

Write the word BRAIN on the board. Ask students to follow the steps in making a mind-map using what they already know about the brain from the previous lessons.

Lecturette: YOU CAN GROW YOUR INTELLIGENCE

Introducing students to the malleable brain.

When students first come to understand that learning can *rewire the brain and increase their intelligence*, they often become more interested in learning and less afraid to do things that might make them “look dumb.” In other words, they develop a growth mindset. Educators can help students develop a growth mindset by teaching them about the amazing properties of the brain. In the following lessons, we suggest some ways to introduce students to the growth mindset. We also provide a few general guidelines below.

It's a science lesson, not brainwashing. It can be tempting to explain what a growth mindset is and what a fixed mindset is and then simply tell students that they “should” have a growth mindset. That approach is sure to backfire—students won't accept a completely new way of thinking just because someone tells them to, nor should they! Present the scientific evidence and help students come to their own decisions. In other words, “show them, don't tell them.”

Growth mindset is about growth, not just about effort. When people first learn about growth mindset, some think it means to believe that “you can succeed if you just try harder.” There's more to it than that. For students to have a growth mindset, they should understand that trying harder—and trying new strategies—not only helps them succeed at the current task but also helps them succeed in the future by strengthening their brain.

Source: <https://www.mindsetkit.org/topics/teaching-growth-mindset/introducing-students-to-malleable-brain>

Reading: YOU CAN GROW YOUR INTELLIGENCE

New Research Shows the Brain Can Be Developed Like a Muscle

Many people think of the brain as a mystery. They don't know much about intelligence and how it works. When they do think about what intelligence is, many people believe that a person is born either smart, average, or dumb—and stays that way for life. But new research shows that the brain is more like a muscle—it changes and gets stronger when you use it. And scientists have been able to show just how the brain grows and gets stronger when you learn. Everyone knows that when you lift weights, your muscles get bigger and you get stronger. A person who can't lift 20 pounds when they start exercising can get strong enough to lift 100 pounds after working out for a long time. That's because the muscles become larger and stronger with exercise. And when you stop exercising, the muscles shrink and you get weaker. That's why people say “Use it or lose it!” But most people don't know that when they practice and learn new things, parts of their brain change and get larger a lot like muscles do when they exercise.

Inside the cortex of the brain are billions of tiny nerve cells, called neurons. The nerve cells have branches connecting them to other cells in a complicated network. Communication between these brain cells is what allows us to think and solve problems.

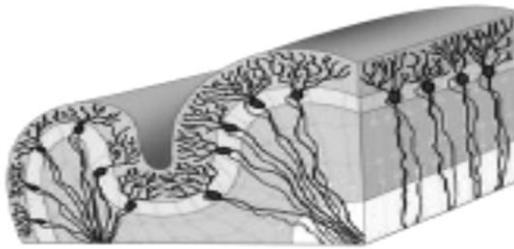
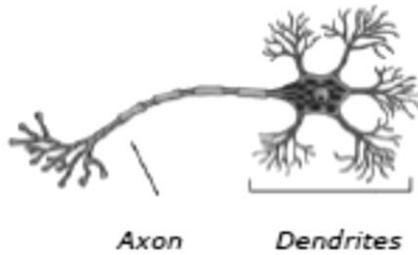


Figure 1: Section of the Cerebral Cortex

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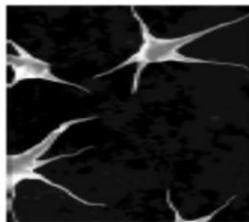
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Figure 2: A typical nerve cell

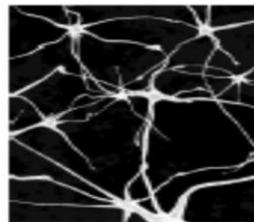
When you learn new things, these tiny connections in the brain actually multiply and get stronger. The more that you challenge your mind to learn, the more your brain cells grow. Then, things that you once found very hard or even impossible to do—like speaking a foreign language or doing algebra—seem to become easy. The result is a stronger, smarter brain.

How Do We Know the Brain Can Grow Stronger?

Scientists started thinking that the human brain could develop and change when they studied animals' brains. They found out that animals who lived in a challenging environment, with other animals and toys to play with, were different from animals who lived alone in bare cages. While the animals who lived alone just ate and slept all the time, the ones who lived with different toys and other animals were always active. They spent a lot of time figuring out how to use the toys and how to get along with the other animals.



Nerves in brain of animal living in bare cage.



Brain of animal living with other animals and toys

© Mindset Works

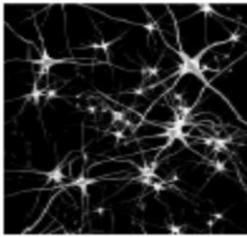
Figure 3: Effect of an Enriched Environment

These animals had more connections between the nerve cells in their brains. The connections were bigger and stronger, too. In fact, their whole brains were about 10% heavier than the brains of the animals who lived alone without toys. The animals who were exercising their brains by playing with toys and each other were also “smarter”—they were better at solving problems and learning new things.

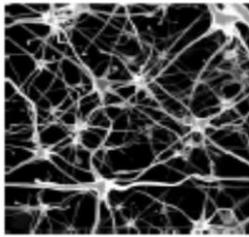
Even old animals got smarter and developed more connections in their brains when they got the chance to play with new toys and other animals. When scientists put very old animals in the cage with younger animals and new toys to explore, their brains also grew by about 10%!

The Key to Growing the Brain: Practice!

From the first day they are born, babies are hearing people around them talk—all day, every day, to the baby and to each other. They have to try to make sense of these strange sounds and figure out what they mean. In a way, babies are exercising their



At birth



At age 6

© Mindset Works

Figure 4: Growth of neuron connections in a child from birth to 6 years old

grow new connections between them. These new, stronger connections make the child's brain stronger and smarter, just like a weightlifter's big muscles make them strong.

brains by listening hard. Later, when they need to tell their parents what they want, they start practicing talking themselves. At first, they just make goo-goo sounds. Then, words start coming. And by the time they are three years old, most can say whole sentences almost perfectly. Once children learn a language, they don't forget it. The child's brain has changed—it has actually gotten smarter. This can happen because learning causes permanent changes in the brain. The babies' brain cells get larger and

The Real Truth About “Smart” and “Dumb”.

No one thinks babies are stupid because they can't talk. They just haven't learned how to yet. But some people will call a person dumb if they can't solve math problems, or spell a word right, or read fast—even though all these things are learned with practice. At first, no one can read or solve equations. But with practice, they can learn to do it. And the more a person learns, the easier it gets to learn new things—because their brain “muscles” have gotten stronger! The students everyone thinks as the “smartest” may not have been born any different from anyone else. But before they started school, they may have started to practice reading. They had already started to build up their “reading muscles.” Then, in the classroom, everyone said, “That's the smartest student in the class.” They don't realize that any of the other students could learn to do as well if they exercised and practiced reading as much. Remember, all of those other students learned to speak at least one whole language already—something that grownups find very hard to do. They just need to build up their “reading muscles” too.

What Can You Do to Get Smarter?

Just like a weightlifter or a basketball player, to be a brain athlete, you have to exercise and practice. By practicing, you make your brain stronger. You also learn skills that let you use your brain in a smarter way—just like a basketball player learns new moves. But many people miss out on the chance to grow a stronger brain because they think they can't do it, or that it's too hard. It does take work, just like becoming stronger physically or becoming a better ball player does. Sometimes it even hurts! But when you feel yourself get better and stronger, all the work is worth it!

Source: [http://schools.nyc.gov/NR/rdonlyres/C7BD7406-040C-42FA-B44C-](http://schools.nyc.gov/NR/rdonlyres/C7BD7406-040C-42FA-B44C-2FCF72EB819C/0/GrowYourIntelligenceArticleandActivity.pdf)

[2FCF72EB819C/0/GrowYourIntelligenceArticleandActivity.pdf](http://schools.nyc.gov/NR/rdonlyres/C7BD7406-040C-42FA-B44C-2FCF72EB819C/0/GrowYourIntelligenceArticleandActivity.pdf) © 2010 Mindset Works

Portfolio Output No. 11: Make a Mind Map

- Choose a subject or activity that you do well (for example, math, basketball, playing the guitar, painting, cooking, or computer games).
- Make a mind map of the chosen topic, following the procedure described earlier.
- Explain your mind map and how you worked on it.

Additional Reading: THE MYTH OF MICHAEL JORDAN

Michael Jordan is one of the best basketball players of all time. His average point per game is the highest in NBA history – 31.5. He is one of two players to score more than 3000 points in a single season. And he has 11 MVP awards – five for the regular season and six for the finals.

It was dazzling to watch Jordan play. People often spoke of his grace on the court. They talked about his natural abilities. But the true story is different. When he was a sophomore in high school, Michael Jordan didn't even make the team. "It was embarrassing not making the team," he says. "They posted the roster [list of players] and it was there for a long, long time without my name on it. I remember being really mad, too, because there was a guy who made it that wasn't as good as me." Someone else might have sulked, or quit. But this setback only fueled Jordan's desire to improve. "Whenever I was working out and got tired and figured I ought to stop, I'd close my eyes and see that list in the locker room without my name on it," Jordan says, "and that usually got me going again."

The physical education teacher at Jordan's high school, Ruby Sutton, describes Jordan's commitment to the game in those days. "I would normally get to school between 7 and 7:30. Michael would be at school before I would. Every time I'd come in and open these doors, I'd hear the basketball. Fall, wintertime, summertime. Most mornings I had to run Michael out of the gym."

Adapted from "Michael Jordan transcends hoops" by Larry Schwartz.ESPN.com, 2007.

MODULE 7: Mental Health and Well-Being in Middle and Late Adolescence

Big Question: What is mental health and how do we stay mentally healthy?

Objectives:

At the end of the module, learners will be able to:

1. interpret the concepts of mental health and psychological well-being in everyday observations about mental health problems during adolescence,
2. identify their own vulnerabilities, and
3. create a plan to stay mentally healthy during adolescence.

Week 8 Session 16

Topic 16: Mental Health

Introduction / Procedures / Reminders:

1. For this module, you may want to consult or collaborate with your school guidance counselor. The counselor may also give a short orientation on how students can set appointments or visit the counselor for any concern.
2. Introduce the topic by asking the students: "How many of you have been sick last year?" "Why were you sick?" "How long were you sick?" Take 3-5 responses. Reinforce that students (1) are describing physical symptoms (headache, fever, chills, upset stomach, etc.); (2) sought help from a doctor; (3) took medicine; and (4) recovered.

3. Start the Motivation: Fact or Fiction? by stating that not all sickness is physical in nature. There may also be mental illnesses. It is important to find out what they know about mental illness. Read out each statement and ask students whether this is fact or fiction. You may give answers later, after all 12 statements are answered by the students.
4. Get students' reactions to the Fact or Fiction activity. To be able to correct students' perceptions better, read and discuss the Reading: Change Your Mind about Mental Health.
5. Introduce the lesson on Media Motives.
 - a. Body image continues to be a topic of interest in high school, as students attempt to define and discover who they are. On a daily basis, students are bombarded with messages in the media which affect this process. Helping them to navigate through it all is an important task.
 - b. The activity in this lesson is intended to make students look at media advertisements so they are more critical of what they are seeing and less apt to internalize the messages. You may set the pace, meaning that if there is a particular concept that requires reinforcement, there is opportunity to use this lesson as a springboard for further discussion.
 - c. Advertisers have developed a multi-billion dollar industry to convince consumers that we need to buy their products. In this lesson, we are going to examine the advertising methods that are used. Body image can be a sensitive topic to many individuals, so it is important that others be respectful to emotions and feelings that may arise.
 - d. Break students into small groups.
 - e. Have each group look at the advertisements brought by their members and decide which advertisement they will critique.
 - f. Instruct them to "decode" the ad as they proceed through the worksheet questions.
 - g. Have each group present their ad back to the large group.
 - h. As groups present their ads, students will fill in a "definition" sheet that serves to identify the advertising methods.
 - i. There is no formal answer key to accompany the definitions sheet – the intent is to have students arrive at their own understanding of the techniques. They will be better equipped to neutralize the impact of media messages.
 - j. Explain Additional Information: Strategies for Becoming a Critical Viewer of the Media
6. As a final input, discuss Reading: Self Esteem and Body Esteem with students.
7. Explain Portfolio Output No. 12: Media Influences (How Ads Affected My Self-Esteem).

Motivation: FACT OR FICTION?

Read through the answer key and correct the students' misconceptions.

1. <i>One person in every 100 persons develops schizophrenia.</i>	True. One per cent of the general population develops schizophrenia.
2. <i>A person who has one or both parents with mental illness is</i>	True. Mental illness can be hereditary. For example, the rate of schizophrenia in the general population is one percent. This rate

<i>more likely to develop mental illness.</i>	rises to eight per cent if one parent has the disorder and to 37–46 percent if both parents have it. One in 10 people in the general population has experienced depression, compared to one in four for people whose parents have experienced depression.
3. <i>Mental illness is contagious.</i>	False. Mental illness is not contagious. Heredity can, and often does, play a factor in the development of the disease.
4. <i>Mental illness tends to begin during adolescence.</i>	True. The first episode of a mental illness often occurs between the ages of 15 and 30 years. Early intervention is currently thought to be one of the most important factors related to recovery from mental illness. Embarrassment, fear, peer pressure and stigma often prevent young people from seeking out help.
5. <i>Poor parenting causes schizophrenia.</i>	False. Childhood abuse or neglect does not cause mental illnesses such as schizophrenia. However, stressful or abusive environments may seriously impair a person's ability to cope with and later manage the illness.
6. <i>Illegal drug use causes mental illness.</i>	True and False. Alcohol and other drugs sometimes play a role in the development of some symptoms and disorders, but do not usually cause the illness. However, long-term drug and alcohol use can lead to the development of drug-induced psychosis, which has many of the same symptoms of organic mental illness. Alcohol and drugs are often used as a means to cope with the illness, although using alcohol and drugs can make the symptoms of mental illness worse.
7. <i>Mental illness can be cured with willpower.</i>	False. Mental illness is associated with chemical imbalances in the brain and requires a comprehensive treatment plan.
8. <i>People with mental illness never get better.</i>	False. With the right kind of help, many people with a mental illness do recover and go on to lead healthy, productive and satisfying lives. While the illness may not go away, the symptoms associated with it can be controlled. This usually allows the person to regain normal functioning. Medication, counseling and psychosocial rehabilitation are treatment options that can help people recover from mental illness.
9. <i>People with mental illness tend to be violent.</i>	False. People who experience a mental illness acutely sometimes behave very differently from people who do not. While some of their behaviors may seem bizarre, people with mental illness are not more violent than the rest of the population.
10. <i>All homeless people are mentally ill</i>	False. Although studies have shown that between 17 and 70 percent of people who are homeless have mental illnesses, it is clear that being homeless doesn't automatically indicate a mental illness.
11. <i>Developmental disabilities are a form of mental illness.</i>	False. Mental illness is often confused with developmental disabilities, even though the two conditions are quite different. Mental illness does not affect an individual's intellectual capacity, whereas developmental disabilities do. However, people with developmental disabilities are more susceptible to developing mental illness.
12. <i>Poor people are more likely to have mental illness than those who are not</i>	False. Income is not a factor in overall rates of mental health problems. However, people with lower incomes experience slightly higher rates of depression. People who live with major mental illnesses often end up in lower social classes because the illness may interfere with their ability to hold a job.

Source: *Talking about Mental Illness*. Retrieved from: http://www.camh.ca/en/education/Documents/www.camh.net/education/Resources_teachers_schools/TAMI/tami_teachersall.pdf

Reading: CHANGE YOUR MIND ABOUT MENTAL HEALTH

Mental health. It's the way your thoughts, feelings, and behaviors affect your life. Good mental health leads to positive self-image and in-turn, satisfying relationships with friends and others. Having good mental health helps you make good decisions and deal with life's challenges at home, work, or school. It is not uncommon for teenagers to develop problems with their mental health. Problems can range from mild to severe, and can include depression, anxiety, body esteem issues, and suicide, among others.

Unfortunately, most young people with mental health problems don't get any treatment for them.

Research shows that effective treatments are available that can help members of all racial, ethnic, and cultural groups. If you broke your leg or came down with pneumonia, you wouldn't let it go untreated. Often however, young people ignore mental health problems thinking they will "snap out of it," or that they are something to be ashamed of. That kind of thinking prevents people from getting the help they need. Sometimes getting help is a matter of understanding mental health issues and changing your mind about them.

*Source: American Psychological Association, available from:
<http://www.apa.org/helpcenter/change.aspx>*

Activity: MEDIA MOTIVES

The activity in this lesson is intended to make students dig deeply at media advertisements so they are more critical of what they are seeing and less apt to internalize the messages. Advertisers have developed a multi-billion dollar industry to convince consumers that we need to buy their products. In this lesson, we are going to examine the advertising methods that are used. Body image can be a sensitive topic to many individuals, so it is important that others be respectful to emotions and feelings that may arise.

1. What type of product or service is featured in your ad?
2. What approach has the advertiser used to promote or sell this product or service? Here are some of the methods that advertisers use to attract consumer:
 - Sex Appeal
 - Join the Bandwagon: Everyone is getting one!
 - Highest Quality Available
 - Financial Plans/Installment Incentives
 - Negative Advertising
 - Home style or Traditional
 - We Try Harder
 - Best Value
 - New & Improved
 - Name Brands & Logos
 - Health & Safety
3. What message does this ad give the consumer?
4. How would you define or describe this approach to advertising?
5. Do you think that this approach is effective advertising for the product? Why or why not?
6. In what ways, if any, could any part of this advertisement impact a person's body image? (e.g. you could take into consideration: the product itself, the models selling it, the way it is being presented, etc.)

*(adapted from Mental Health Kit (Junior High School)–Be Kind to Yourself and Others
<http://www.albertahealthservices.ca/assets/programs/ps-7344-body-image-gr7.pdf>)*

Additional Information: Strategies for Becoming a Critical Viewer of the Media

Media messages about body shape and size will affect the way we feel about ourselves and our bodies, only if we let them. One of the ways we can protect our self-esteem and body image from the media's narrow definitions of beauty is to become a critical viewer of the media messages we are bombarded with each day. When we effectively recognize and analyze the media messages that influence us, we remember that the media's definitions of beauty and success do not have to define our self-image or potential. Remember:

- All media images and messages are constructions. They are NOT reflections of reality. Advertisements and other media messages have been carefully crafted with the intent to send a very specific message.
- Advertisements are created to do one thing: convince you to buy or support a specific product or service.
- To convince you to buy a specific product or service, advertisers will often construct an emotional experience that looks like reality. Remember that you are only seeing what the advertisers want you to see.
- Advertisers create their message based on what they think you will want to see and what they think will affect you and compel you to buy their product. Just because they think their approach will work with people like you doesn't mean it has to work with you as an individual.
- As individuals, we decide how to experience the media messages we encounter. We can choose to use a filter that helps us understand what the advertiser wants us to think or believe and then choose whether we want to think or believe that message. We can choose a filter that protects our self-esteem and body image.

Through the use of magazine advertisements, we have discussed what motivates the advertising industry and the effect that media has on body image. A final conclusion is that each student is left with strategies about how to strengthen themselves against these messages.

Reading: SELF ESTEEM AND BODY ESTEEM

Does any of this sound familiar? "I'm too tall." "I'm too short." "I'm too skinny." "If only I were shorter or taller; had curly hair or straight hair; had a smaller nose; or had longer legs, I'd be happy."

Are you putting yourself down? If so, you're not alone. As a teen, you're going through lots of changes in your body. And, as your body changes, so does your image of yourself. It's not always easy to like every part of your looks, but when you get stuck on the negatives it can really bring down your self-esteem.

Why Are Self-Esteem and Body Image Important?

Self-esteem is all about how much you feel you are worth — and how much you feel other people value you. Self-esteem is important because feeling good about yourself can affect your mental health and how you behave.

People with high self-esteem know themselves well. They're realistic and find friends that like and appreciate them for who they are. People with high self-esteem usually feel more in control of their lives and know their own strengths and weaknesses.

Body image is how you view your physical self — including whether you feel you are attractive and whether others like your looks. For many people, especially people in their early teens, body image can be closely linked to self-esteem.

What Influences a Person's Self-Esteem?

Puberty and Development

Some people struggle with their self-esteem and body image when they begin puberty because it's a time when the body goes through many changes. These changes, combined with wanting to feel accepted by our friends, means it can be tempting to compare ourselves with others. The trouble with that is, not everyone grows or develops at the same time or in the same way.

Media Images and Other Outside Influences

Our tweens and early teens are a time when we become more aware of celebrities and media images — as well as how other kids look and how we fit in. We might start to compare ourselves with other people or media images ("ideals" that are frequently airbrushed). All of this can affect how we feel about ourselves and our bodies even as we grow into our teens.

Families and School

Family life can sometimes influence our body image. Some parents or coaches might be too focused on looking a certain way or "making weight" for a sports team. Family members might struggle with their own body image or criticize their kids' looks ("why do you wear your hair so long?" or "how come you can't wear pants that fit you?"). This can all influence a person's self-esteem, especially if they're sensitive to others' comments.

People also may experience negative comments and hurtful teasing about the way they look from classmates and peers. Although these often come from ignorance, sometimes they can affect body image and self-esteem.

Common Eating Disorders

The most common eating disorders are anorexia nervosa and bulimia nervosa (usually called simply "anorexia" and "bulimia"). But other food-related disorders, like avoidant/restrictive food intake disorder, binge eating, body image disorders, and food phobias, are becoming more and more commonly identified.

1. Anorexia

People with anorexia have a real fear of weight gain and a distorted view of their body size and shape. As a result, they eat very little and can become dangerously underweight. Many teens with anorexia restrict their food intake by dieting, fasting, or excessive exercise. They hardly eat at all — and the small amount of food they do eat becomes an obsession in terms of calorie counting or trying to eat as little as possible. Others with anorexia may start binge eating and purging — eating a lot of food and then trying to get rid of the calories by making themselves throw up, using some type of medication or laxatives, or exercising excessively, or some combination of these.

2. Bulimia

Bulimia is similar to anorexia. With bulimia, people might binge eat (eat to excess) and then try to compensate in extreme ways, such as making themselves throw up or exercising all the time, to prevent weight gain. Over time, these steps can be dangerous — both physically and emotionally. They can also lead to compulsive behaviors (ones that are hard to stop).

To have bulimia, a person must be bingeing and purging regularly, at least once a week for a couple of months. Binge eating is different from going to a party and "pigging out" on pizza, then deciding to go to the gym the next day and eat more healthfully

People with bulimia eat a large amount of food (often junk food) at once, usually in secret. Sometimes they eat food that is not cooked or might be still frozen, or retrieve food from the trash. They typically feel powerless to stop the eating and can only stop

once they're too full to eat any more, or they may have to go to extreme measures (like pouring salt all over a dessert to make it inedible) in order to get themselves to stop eating. Most people with bulimia then purge by vomiting, but also may use laxatives or excessive exercise.

Although anorexia and bulimia are very similar, people with anorexia are usually very thin and underweight, but those with bulimia may be an average weight or can be overweight.

Portfolio Output No. 12: Media Influences(How Ads Affected My Self-Esteem)

Name some ads that appear on TV, billboards, the internet.

1. What messages do these ads give to middle adolescents like you?
2. How have these ads affected your lifestyle, self-esteem, and values?
3. How has this lesson changed your perception about ads?

Week 9 Session 17

Topic 17: Anxiety Disorders

Introduction / Procedure / Reminders:

1. Lead the class in Activity: Mental Health Challenge
 - a. Preparation: Before the class starts, photocopy the content on specific Mental Health Challenges and cut out the description of each of the mental health challenges (ADHD, Anxiety, Autism, Bi-Polar Disorder, Depression, Eating Disorders, Post Traumatic Stress Disorder, Schizophrenia) and place each description in a separate envelope.
 - b. Divide the class by giving numbers to each student from 1 to 8. Have each student go to the workstation that has his or her number. All students with number "one" go to one, etc.
 - c. Hand out one envelope containing one of the 8 mental health challenges to each group.
 - d. Instruct the groups to read the paragraph and put the name of their mental health challenge at the top of their chart paper. Using the content in their paragraph, each group should create 4 - 5 bullets or short sentences that describe the mental health challenge assigned to their group. Let the groups know that their list should also include some positive aspect related to the challenge.
 - e. Give each group 2-3 minutes to present to the other groups what they have learned about their group's mental health challenge.
 - f. As groups present, circle the bulleted content that has the positive statement so that it is more visible and later when summarizing students can visually see what may be a positive commonality across all challenges -- e.g. people can be helped... people still want friends, etc.
 - g. Tell the students that they might know someone who has experienced one of these challenges, but remind them that this is not about telling someone else's story, but more about just understanding what each term is about.
 - h. After the students report on the mental health challenges, ask them:
 - i. one thing they learned today about mental health challenges that they did not know before this class began
 - ii. the similarities across the positive characteristics that are circled

- i. Reinforce the students' minds that people facing mental health challenges are just like everybody else in that they want to be a friend and have friends with help people with mental health challenges can get better and live normal lives.
2. Explain the requirement for Portfolio Output No. 13: Research on Anxiety Disorders or Depression.

Activity: MENTAL HEALTH CHALLENGES

ADHD (Attention Deficit Hyperactivity Disorder)

ADHD is pretty common and can make it hard to focus and sit still. ADHD makes it hard to finish things, and makes thoughts jump around. Kids who have ADHD can learn to control their thoughts and bodies by figuring out what helps them focus, or by talking to a doctor or mental health professional. Some kids with ADHD do better in school if they can do their work in a quiet room. Sometimes medicine can help too. Even though having ADHD can make some things harder, people who have ADHD are just as smart as other people. They can still do well in school and in life.

Anxiety (Panic Disorder)

Have you ever been really nervous? Maybe from a test, a speech, or a big game? When you're nervous, your heart starts pounding, you breathe fast, or your stomach might feel funny. Feeling anxious and nervous is common. But a person diagnosed with an Anxiety Disorder will have these feelings suddenly and often. These strong, sudden feelings of stress or fear are called "panic attacks." A panic attack can make your chest or stomach hurt, your heart speed up, make you feel afraid, dizzy, or feel like you can't breathe. Even kids can have panic attacks. People who have panic attacks sometimes feel scared to go places because they are afraid of having an attack. Their daily life can be scary, but they can get help, get better and be okay.

Autism Spectrum Disorder

Autism Spectrum Disorder changes the way the brain understands the world. People diagnosed with autism can have a hard time talking about their feelings, understanding people's actions, and being social. They can also be very sensitive about being touched. To a person diagnosed with autism, being hugged can be scary and uncomfortable. Kids who have autism are just as smart as other kids. They can be very good at things like math or music. Just because some things are hard for kids with autism, they are not acting mean or weird. Their brains just work in a different way. They still make friends and learn how to work and play with others.

Bi-Polar Disorder

Everybody has feelings that change. When something good happens, you feel happy. If something bad happens, you feel sad. Bi-polar disorder changes the way people feel emotions. If people have bi-polar disorder, their emotions can go from happy to sad very quickly. They can be very cheerful one moment, and very angry, sad and tired the next moment. When people with bi-polar disorder experience intense feelings of happiness it is called "mania." They can't think clearly or sleep well, and they might do things without thinking about them first. When people with bi-polar disorder feel intense sadness and tiredness, it is called "depression." Having bi-polar disorder can be very tiring and stressful. Medication can help. Talking to a mental health professional, friends and family can also help someone with bi-polar disorder learn how to manage feelings and live a healthy life.

Depression

Depression is a mental health challenge that makes people feel very sad all the time. It can change how you think, feel, and act. It can even make your body feel sick too. A person diagnosed with depression can feel so sad that it makes it hard to think clearly. Someone diagnosed with depression might feel very sad every day, or feel that nobody loves them. They might not want to do things they used to think were fun. People diagnosed with depression may not know why they feel so sad. Even if you have a good life, you can struggle with depression. It is good to have family and close friends to talk to and help when things are bad, and talking to a mental health professional about these strong feelings can help. Depression can be very hard, but people with depression can get better too, and learn how to enjoy life.

Eating Disorders

An eating disorder exists when a person's thoughts and behaviors are focused too much on food and body weight. The person may worry about being "too fat." The person may have a big fear of becoming obese. Yet, the person's weight may be quite healthy. Three of the most common types of eating disorders are anorexia, bulimia, and extreme overeating.

- Anorexia refers to weight loss that occurs from not eating.
- Bulimia refers to eating large amounts of food over a short period of time followed by an attempt to get rid of the food. This getting rid of food is called "purging."
- Extreme overeating is marked by eating, and eating, and eating and then having feelings of guilt and shame.

The important thing to remember is that having an eating disorder is about more than body weight and food. Behind the problem we see is something bigger – a person's sense of self-esteem, relationships, feelings, and how the person handles the stresses of life. A medical doctor, a mental health professional and a nutritionist are important helpers for this type of problem.

Post-Traumatic Stress Disorder (PTSD)

Sometimes if you see or live through something very scary, you can keep feeling afraid even after the scary part is over. It is normal to feel afraid sometimes, but people with Post-Traumatic Stress Disorder (PTSD) feel scared even if they are safe and there is nothing to be afraid of. Kids with PTSD might have very bad dreams that seem real, or think something bad is going to happen again. Even when they are safe, the feelings of fear are very real. Talking to a mental health professional or friends and family can help. It takes time and hard work, but kids who are diagnosed with PTSD can learn ways to handle their fears and can live healthy, happy lives.

Schizophrenia

Schizophrenia makes it hard for people to know what is real and what is not real. Schizophrenia can make the brain think it sees or hears things that aren't really there. A person diagnosed with schizophrenia can also start to think that people are trying to control them or read their minds. Even though the things they see, hear, believe or feel might not be true, their brains think they are real and true, and that can be very scary. Having schizophrenia does not mean a person is violent or bad. Usually people do not get this illness until their late teens or early adulthood, and there are ways to make their lives better, like therapy and medication.

Source: *Walk in our Shoes*. http://walkinourshoes.org/content/Classroom_Lesson_Plans.pdf

Processing:

1. What did you learn today about mental health challenges that you did not know before this class began?
2. Look at the positive characteristics that are circled. Are there any similarities across the different challenges?
3. People facing mental health challenges are just like everybody who wants to be a friend and have friends with; helping people with mental health challenges can get better and live normal lives.

Portfolio Output No. 13: Research on Anxiety Disorders / Depression

Among the mental health challenges discussed in class, two of the most common among middle adolescents are anxiety disorders and depression. Go to the Library or browse the internet and do a research on either one of these. Look for the answers to the following questions and put them in your portfolio:

1. What are anxiety disorders/depression?
2. Who gets anxiety disorders/depression and how common are they?
3. Describe some of the symptoms of anxiety disorders/depression.
4. List and briefly explain some of the main types of anxiety disorders/depression.
5. What type of treatment is available for people experiencing anxiety disorders/depression?
6. What other kinds of support can help a person with anxiety disorders/depression recover?

Week 9 Session 18**Topic 18: Mental Health Issues and Stigma****Introduction / Procedure / Reminders:**

1. Review Homework. Ask students to discuss some of their research findings on anxiety disorders and depression.
2. Introduce the topic on Mental Health Issues with lecturette.
3. Give instructions for students to fill out Activity 1 survey: Signs of Trouble: Depression.
4. Important Note: Teachers must be aware of the limits of confidentiality.
 - Any disclosure, incident or thoughts of self-harm require serious attention and should be passed on to appropriate referral. Talk to your school's guidance counselor about referral-making strategies.
 - Confidentiality must be broken when a student reports neglect or physical, sexual, or psychological abuse. All teachers are mandated to report suspected child abuse.
 - Privacy should be respected, even though confidentiality cannot be promised. When information is passed on, tell the student, and inform and involve them in passing on the information to the appropriate people.
5. Do the Activity on Suicide Prevention
 - a. Preparation: Talk to your school's guidance counselor about support agencies where students can get help for themselves or a friend when any signs of depression or suicide become apparent. Present these at the end of the lesson.
 - b. Discuss the background information on Suicide.
 - c. Write the following scenario on the board:

“Your friend isn’t acting like his old self. He seems really down, and has been doing strange things like giving his favorite things away. He recently told you that he thought the people he knew would be better off without him around and that he’s thought of killing himself. After he tells you, he asks you not to tell anyone else about what he has said.”

- d. As a class, brainstorm answers to the following questions:
 - i. Do you think he has a mental health problem?
 - ii. Is he in trouble?
 - iii. What should you do?
- e. Present things to do when someone you know may harm himself / herself. Put these on manila paper or poster.
6. Give lecturette: Support Strategies/Community Mental Health Resources
7. At the end of the lecturette, present the school and community resources that students may access when they need them. Consult your counselor for information on these resources. It is important that you yourself have confidence in the resources. Also, if there is any student that approaches you for help, refer to the counselor. Consult the school counselor for the best ways to make a referral.
8. You may also refer to the Additional Reading: Help How-To’s.
9. Give assignment for next session. Ask students to bring pictures, print ads, wrappers or labels of food that they usually eat for snacks or merienda.

Lecturette: MENTAL HEALTH ISSUES

Having access to reliable information on positive mental health and mental illness is crucial for adolescents for a number of reasons. Mental and emotional problems need to be addressed, just like student’s physical health problems. Even if students have not experienced mental illness, it is very likely that they will know someone who has. Consider the following statistics:

- Mental health problems affect one in five young people at any given time.
- Mental illness is second only to heart disease as the leading cause of disability worldwide.
- The first symptoms of mental illness generally appear between the ages of 15–24.
- An estimated 50% of young people with mental illness are not getting help.
- Fear of stigma and the resulting discrimination discourages individuals and families from getting the help they need.

An interesting fact is that 30% of people diagnosed with mental illness will also have a substance use disorder. When people have both, we call it a concurrent disorder. It is often difficult to predict why someone with a mental health problem is “using”. Sometimes drug use is a form of self-medication for mental health problems, other times the substance use might have caused the mental health problem. Regardless what the reason, using drugs is not a good thing to do!

The cause of mental illness is often very complex. The stress-vulnerability theory explains why someone develops a mental illness:

Vulnerability: There is a genetic characteristic to mental illness, but just because a family member has a mental health problem, it doesn’t mean that you will too. Sometimes mental illness happens right “out of the blue”.

Stress: Stress can trigger the development of a mental illness, but stress alone doesn’t cause the mental illness unless you have a vulnerability gene. Causes of stress can be varied, sometimes a change in environment, e.g., where you live or the school

you attend, or even psychological trauma, e.g., exposure to teasing/bullying, other violence or abuse.

Activity 1: SIGNS OF TROUBLE: DEPRESSION

What’s the difference between just having a bad day and something potentially more serious? Put a check mark under the Column Yes or No for each of the items below:

Test Your Mood	Yes	No
Do you feel sad, depressed or down most of the time?		
Are you unable to enjoy the things that once gave you pleasure?		
Do you feel tired and/or lack energy most of the time?		
Do you have trouble sleeping or do you sleep too much?		
Do you find it difficult to concentrate or make decisions?		
Have you had an increase or decrease in appetite or weight?		
Have you had feelings of worthlessness or guilt?		
Have you felt frightened or panicky for no apparent reason at all?		
Have you felt restless and found it difficult to sit still?		
Have you been feeling anxious or worried?		
Have you felt like you just cannot go on or had thoughts of death or dying?		

Activity 2: SUICIDE PREVENTION

Suicide is a leading cause of death among young people ages 15-24. At least 90% of those who die by suicide have a mental illness. If a friend mentions thoughts of suicide or self-harm, you NEED to tell an adult. This may be a parent, teacher or a guidance counselor. It’s better to have a friend who is angry with you than to keep their secret and live with knowing you could have helped, but remained silent when your friend was in trouble.

Here’s a scenario: *“Your friend isn’t acting like his old self. He seems really down, and has been doing strange things like giving his favorite things away. He recently told you that he thought the people he knew would be better off without him around and that he’s thought of killing himself. After he tells you, he asks you not to tell anyone else about what he has said.”*

1. Do you think he has a mental health problem?
2. Is he in trouble?
3. What should you do?

Lecturette: SUPPORT STRATEGIES/COMMUNITY MENTAL HEALTH RESOURCES

Here are some strategies for supporting someone with mental health concerns:

- Encourage the person to seek help and support from an adult.
- Spend time with the person, listen to his/her concerns.
- Be hopeful; help them feel like their life will get better.
- Stand by them. Invite your friend to things that you are doing; keeping busy and staying in touch with friends will help your friend feel better, when they are ready.
- Learn as much as you can about mental illness so that you understand what is going on for them.

- If you are a close friend or family member of someone with a mental health problem, make sure that you get help as well. Talk to someone about what is happening. This will help you be a better support person.
- Put the person’s life before your friendship. If the person mentions thoughts of suicide, don’t keep it secret, even if the person has asked you to.

Reading: HELP HOW-TO’S

First Step, Reach Out To People You Trust

Sometimes people don’t get the help they need because they don’t know where to turn. When you’re not feeling well, it can be a struggle to take the necessary steps to help yourself get better.

When dealing with mental health or emotional problems, it’s important not to go at it alone. Healing is a combination of helping yourself and letting others help you. Comfort and support, information and advice, and professional treatment are all forms of help.

Think of all the people you can turn to for support. These are people who are concerned about you and can help comfort you, who will listen to you and encourage you, and who can help arrange for treatment. In other words, find caring people in your life who can help you.

These people might include:

- friends
- parents and other family members
- someone who seems “like a parent” to you
- other adults whose advice you would value—perhaps a favorite teacher or coach, a member of your church or other place of worship, or a good friend’s parent.

Research shows that males are more reluctant to look for help and receive it than females are. While some people may have difficulty reaching out to others they trust, taking the first step in getting help is important for everyone to do.

Second Step, Take Action

The more you know, the easier it is

Libraries are an excellent source of information about mental health. Bookstores often have “self-help” or “psychology” sections.

For those with Internet access, there are many websites related to health and mental health. Some are better in quality than others. It is important to know if the information on a site comes from sources you can trust. Use caution whenever you’re sharing or exchanging information online: there’s a chance that it will not be kept private.

Nothing is worse than nothing

The consequences of not getting help for mental health problems can be serious. Untreated problems often continue and become worse, and new problems may occur. For example, someone with panic attacks might begin drinking too much alcohol with the mistaken hope that it will help relieve his or her emotional pain.

It’s All in the Attitude

There are many reasons why people do not get help for mental health problems. Fear, shame, and embarrassment often prevent individuals and their families from doing anything.

Sometimes being able to get the help, support, and professional treatment you need is a matter of changing your mind about mental health and changing the way you react to mental health problems.

Here are some important reminders:

- Mental health is as important as physical health. In fact, the two are closely linked.
- Mental health problems are real, and they deserve to be treated.
- It's not a person's fault if he or she has a mental health problem. No one is to blame.
- Mental health problems are not a sign of weakness. They are not something you can "just snap out of" even if you try.
- Whether you're male or female, it's ok to ask for help and get it.
- There's hope. People improve and recover with the help of treatment, and they are able to enjoy happier and healthier lives.

Source: APA Help Center, American Psychological Association, <https://www.apa.org/talking-teens>

Week 10 Session 19

Topic 19: Healthy Living and Mental Health

Introduction / Procedure / Reminders:

1. Give Introduction to the Topic
 - a. In recent years, there has been an increase in understanding about the relationship between good mental health, healthy eating and physical activity. Mental health is a key element of a person's overall health. The relationship between physical and mental health (and the social, biological, environmental and psychological determinants of health) is complex and not completely understood.
 - b. Physical illnesses and mental illnesses often occur together, e.g., depression and heart disease.
 - c. The state of a person's mental health can influence the onset or course of a physical or mental illness. Similarly, the state of a person's physical health can influence their mental health (WHO, 2005).
 - d. One way to promote mental health is to take care of your physical health. Eating healthy foods, being physically active and getting a good night's sleep help us deal with the effects of stress. Stress seems to play a key role in many mental disorders (CAMH – Mental Health and Addiction 101 Series).
2. Conduct the Activity on Snack Food.
3. Discuss the Reading: Healthy Eating and Mental Health with the students.
4. Do Activity 2: Dear Abby
 - a. Divide the class into small groups.
 - b. The groups brainstorm some of the problems teens experience if they are not fully rested.
 - c. Have students read the "Dear Abby" letter.
 - d. Let each student respond with advice to "Tired at School".
5. Give the assignment for Portfolio Output No. 14. The students put their group answers together and come up with a reply to "Tired at School" with at least 3 good suggestions.
6. Introduce students to Activity 3: Sleep and Bedtime Activities Diary.
 - a. Students will record how many hours of sleep they get every night for one week.

- b. Follow up with classroom discussion about the importance of getting adequate sleep.
7. Conclude the session with: Being mentally well includes looking after your physical health. Therefore it is important to eat healthy, be physically active, and get enough sleep.

Activity 1: SNACK FOOD

1. Prepare a drop box.
2. Students drop the picture, wrapper, print ad, or label of food that they usually eat for snacks in the drop box.
3. Have a student come up and draw a slip of paper out of the box. The student will use their best judgment and put the paper onto chart paper into one of the columns “Choose Most Often” Choose Sometimes” or “Choose Least Often”.
4. You may invite the school nurse, nutritionist or medical staff, or another expert to be present in the class to be the judge of healthy or unhealthy eating.
5. You may also consult the following resources:
http://www.choosemyplate.gov/sites/default/files/myplate/checklists/MyPlateDailyChecklist_1800cals_Age14plus.pdf
<http://www.healthyalberta.com/HealthyEating/foodchecker.htm>

Reading: HEALTHY EATING AND MENTAL HEALTH

Healthy eating nourishes the body, including the brain, and supports mental health through:

- Improved overall health and vitality
- Increased ability to concentrate
- Reduced irritability and mood swings
- Lowered risk of mental illness

There is some evidence that healthy eating may be a factor in lowered risk of depression and improved ability to deal with stress and anxiety (Healthy U Alberta, 2009).

Physical Activity and Mental Health:

Physical activity can make you feel good physically and build confidence. Evidence suggests that physical activity may contribute to improved mood and increased self-esteem, self-confidence and sense of control.

Some types of physical activity may provide an opportunity to connect with others and develop supportive relationships. Getting physically active may (CSEP, 2011):

- Make you feel better physically and feel better about yourself.
- Improve your mood.
- Improve self-esteem
- Reduce physical reactions to stress.
- Help you sleep better.
- Give you more energy.

Physical activity may be effective in preventing or reducing symptoms associated with anxiety and depression. How physical activity improves mood and relieves anxiety is not yet clear. Some theories propose that physical activity (UK Dept of Health, 2004; Fox, 1999):

- Increases body temperature, thus relaxing muscle tension.

- Releases feel-good chemicals that improve mood.
- Offers a “time-out” from worries and depressing thoughts.
- Increases self confidence, feeling of competence and a sense of mastery.
- Provides a sense of belonging and mutual support when participating with others.

Sleep and Mental Health

Most teens need 9-11 hours of sleep every night. Problems from not being fully rested include:

- Irritability
- Difficulty concentrating and learning
- Don’t move information from short-term to long-term memory as well
- Falling asleep in class
- Mood swings and behavior problems
- More accident prone
- More prone to depression

Suggestions for getting a good night sleep:

- Stay away from stimulants like caffeine in the evening, including chocolate, colas, and other caffeinated beverages. These delay sleep and increase night waking.
- Do not go to bed hungry, have a light snack.
- Turn off any TV’s, computes, or cellphones, or just do not have electronics in the bedroom.
- Disengage from any stimulating activities like exercise, computer games or talking on the phone for at least 30 minutes prior to bedtime. Reading is much more relaxing and may help you fall asleep.
- Taking a warm bath or shower helps prepare the body for sleep.
- If you are not feeling rested and functioning at your best most days, talk to your parents. You may need to speak to a doctor if you are having problems sleeping in spite of trying the above tips.
- Try a cup of hot milk.

Activity 2: DEAR ABBY

Dear Abby,

I fell asleep in class today – once again! When I go to bed at night, I just can’t seem to fall asleep. I lie in bed for hours and it doesn’t seem to make a difference. When I wake up in the morning, I feel like I don’t want to get up and go to school. This is the time that I could really sleep. I wish that school didn’t start until 10:00 a.m. Please help me out! Give me some ideas on how I could get a better sleep, so Mr. Gomez doesn’t get upset that I fall asleep in his class.

Tired at School

Portfolio Output No. 14: Response to “Tired at School”

Pretend that you are Abby. Write an answer to the letter writer “Tired at School”.

Activity: SLEEP AND BEDTIME ACTIVITIES DIARY

Week (date):

Day: Write in the rows below your activities before you went to sleep, starting on the day in the week that you begin with: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Day	Time went to sleep	What was I doing before I went to bed? Examples: <ul style="list-style-type: none"> • Playing a sport • Playing a video game • Reading a book • Watching TV • Talking on the phone • Texting with friends • Hanging out with friends • Others 	Did this affect what time you went to sleep?	
			Yes	No
1.				

Source: <http://www.albertahealthservices.ca/assets/programs/ps-7344-mhk-jhs-manual.pdf>

**MODULE 8:
Emotional Intelligence**

Big Question: How can the learners manage their emotions?

Objectives:

At the end of the module, learners will be able to:

1. discuss that understanding the intensity and differences of their emotions may help in communicating emotional expressions;
2. explore their positive and negative emotions and how they express or hide them, and
3. demonstrate and create ways to manage various emotions.

Week 10 Session 20

Topic 20: Emotions

Introduction / Procedure / Reminders:

1. Conduct Motivation on “Today I Feel”.
2. Introduce the topic. For the following lessons, you will be talking about emotions, how they affect our lives, and how we can manage them.
3. Discuss the Reading on Emotional Intelligence.
4. Introduce Activity 1: Introduction to Emotions
 - a. This activity has two parts. The first part defines different emotions.
 - b. The second requires you to list times you felt certain emotions.
 - c. Once you have completed them, you will be able to identify emotions, and identify when you have felt these emotions.

5. Read out the definitions of different emotions. Ask students the translation of these emotions in Filipino or the local dialect.
6. Conduct Activity 2: Exploring Emotions
 - a. Write about a time when you felt these emotions in space provided.
 - b. Use definitions found on the first page of this activity for help.
7. Conduct Activity 3: I Am...
 - a. Emotional self-awareness is the ability to recognize one's own feelings.
 - b. In the spaces provided, students complete each statement based on how they feel.
8. Explain the requirement for Portfolio Output No. 15: Reflection on Exploring Emotions and I Am.

Motivation: TODAY I FEEL...

1. On a blank piece of paper, have students draw a face or an emoticon that expresses their feelings today.
2. Ask students to break out in groups of four, and share their drawing and why they feel that way today.

**Reading: EMOTIONAL INTELLIGENCE
More Than One Kind of Intelligence**

You may have heard people mention "IQ" when talking about intellect and how smart someone is. (For example, "My brother doesn't need to study as much as I do because he has a really high IQ.") IQ stands for "intellectual quotient." It can help predict how well someone may do academically. IQ is just one measure of our abilities, though.

There are many other kinds of intelligence in addition to intellect. For example, spatial intelligence is the ability to think in 3D. Musical intelligence is the ability to recognize rhythm, cadence, and tone. Athletic, artistic, and mechanical abilities are other types of intelligence.

One important type of intelligence is emotional intelligence.

What Is Emotional Intelligence?

Emotional intelligence is the ability to understand, use, and manage our emotions.

Emotional intelligence is sometimes called EQ (or EI) for short. Just as a high IQ can predict top test scores, a high EQ can predict success in social and emotional situations. EQ helps us build strong relationships, make good decisions, and deal with difficult situations.

One way to think about EQ is that it's part of being *people-smart*. Understanding and getting along with people helps us be successful in almost any area of life. In fact, some studies show that EQ is more important than IQ when it comes to doing well in school or being successful at work.

Improving Your EQ

Emotional intelligence is a combination of several different skills:

Being Aware of Your Emotions

Most people feel many different emotions throughout the day. Some feelings (like surprise) last just a few seconds. Others may stay longer, creating a mood like happiness or sadness. Being able to notice and accurately label these everyday feelings is the most basic of all the EQ skills. Being aware of emotions — simply noticing them

as we feel them — helps us manage our own emotions. It also helps us understand how other people feel. But some people might go through the entire day without really noticing their emotions. Practice recognizing emotions as you feel them. Label them in your mind (for example, by saying to yourself "I feel grateful," "I feel frustrated," etc.). Make it a daily habit to be aware of your emotions.

Understanding How Others Feel and Why

People are naturally designed to try to understand others. Part of EQ is being able to imagine how other people might feel in certain situations. It is also about understanding why they feel the way they do. Being able to imagine what emotions a person is likely to be feeling (even when you don't actually know) is called **empathy**. Empathy helps us care about others and build good friendships and relationships. It guides us on what to say and how to behave around someone who is feeling strong emotions.

Managing Emotional Reactions

We all get angry. We all have disappointments. Often it's important to express how you feel. But managing your reaction means knowing *when, where, and how* to express yourself. When you understand your emotions and know how to manage them, you can use self-control to hold a reaction if now is not the right time or place to express it. Someone who has good EQ knows it can damage relationships to react to emotions in a way that's disrespectful, too intense, too impulsive, or harmful.

Choosing Your Mood

Part of managing emotions is choosing our moods. Moods are emotional states that last a bit. We have the power to decide what mood is right for a situation, and then to get into that mood. Choosing the right mood can help someone get motivated, concentrate on a task, or try again instead of giving up. People with good EQ know that moods aren't just things that happen to us. We can control them by knowing which mood is best for a particular situation and how to get into that mood.

EQ: Under Construction

Emotional intelligence is something that develops as we get older. If it didn't, all adults would act like little kids, expressing their emotions physically through stomping, crying, hitting, yelling, and losing control!

Some of the skills that make up emotional intelligence develop earlier. They may seem easier: For example, recognizing emotions seems easy once we know what to pay attention to. But the EQ skill of managing emotional reactions and choosing a mood might seem harder to master. That's because the part of the brain that's responsible for self-management continues to mature beyond our teen years. But practice helps those brain pathways develop.

We can all work to build even stronger emotional intelligence skills just by recognizing what we feel, understanding how we got there, understanding how others feel and why, and putting our emotions into heartfelt words when we need to.

Source: <http://kidshealth.org/en/teens/eq.html>

Activity 1: INTRODUCTION TO EMOTIONS

Emotions are what you feel on the inside when things happen. Emotions are also known as feelings.

1. Afraid: feeling fear and worry
2. Angry: feeling mad with a person, act, or idea

3. Ashamed: feeling bad after doing wrong
4. Confident: feeling able to do something
5. Confused: feeling unable to think clear
6. Depressed: feeling sad, blue, discouraged, and unhappy
7. Embarrassed: feeling worried about what others may think
8. Energetic: feeling full of energy
9. Excited: feeling happy and aroused
10. Glad: feeling joy and pleasure
11. Jealous: feeling upset when someone has something that you would like to have or they get to do something you wanted
12. Lonely: feeling alone and that nobody cares
13. Proud: feeling pleased for doing well
14. Relaxed: feeling at ease and without worry, calm
15. Stressed: feeling tense, tired, uneasy, and overwhelmed

Source: www.DannyPettry.Com

Activity 2: EXPLORING EMOTIONS

Identify what was happening when the following emotions were felt:

Afraid	Depressed	Jealous
Angry	Embarrassed	Lonely
Ashamed	Energetic	Proud
Confident	Excited	Relaxed
Confused	Glad	Stressed

What are the top three feelings that you do not like to have most?

Activity 3: I AM...

Emotional self-awareness is the ability to recognize one's own feelings. In your journal, complete each statement based on how you feel. Use the blanks to add your own feeling words.

Examples:

1. I am most happy when _____.
2. I feel embarrassed when _____.
3. I think negative thoughts about myself when _____.
4. I am _____ when _____.
5. I feel _____ when _____.
6. I think _____ about _____ when _____.
7. I am _____ when _____.
8. I feel _____ when _____.
9. I think _____ about _____ when _____.

Dealing with Difficult Emotions

Shyness and anger are two emotions that can be difficult to manage in some situations. Let us learn about them and how we can manage them to be able to be more effective in dealing with others.

Portfolio Output No. 15: Reflection on “Exploring Emotions” and “I Am”

Write on:

1. The emotions you have felt recently and the circumstances in which you felt them;
2. Your emotional self-awareness; and
3. What you learned through these exercises and how you can use these learnings to improve your emotional development.

Week 11 Session 21

Topic 21: Dealing with Difficult Emotions

Introduction / Procedure / Reminders:

1. Introduce the Topic
 - a. When we teach teens to be assertive, we need to also teach them to assess situations and to consider their personal safety. In some situations, speaking up and communicating assertively can be dangerous (if someone has a weapon, has been drinking or taking drugs, is extremely angry and so on).
 - b. When you introduce the topic of assertiveness, keep in mind that communicating assertively, especially for women, is not considered the norm in some cultures. Individual cultural teachings regarding assertiveness will vary among your participants. Some will come from families in which speaking up for oneself or refusing a request, especially from an adult or a male, is considered inappropriate.
 - c. You do not want to encourage teens to behave in a way that could have unpleasant consequences for them in their cultural or family circles. It is important, however, that all participants understand there are certain situations in which assertive behavior will often yield positive results. (Examples include resisting pressure from romantic partners or peers to have sex, use alcohol or other drugs, join a gang, or fail in school.)
 - d. Be aware that assertive, aggressive and passive forms of communication are defined culturally and regionally.
Source: <http://www.advocatesforyouth.org/publications/1190-lessons>
2. Conduct the Motivation: Geneva's story.
 - a. Read the scenario aloud.
 - b. Ask processing questions.
 - c. Explain "assertive," "aggressive" and "passive" responses
 - d. Illustrate why assertiveness is usually the best choice in a situation like this.
3. Conduct Activity 1: Am I Assertive?
 - a. Students answer the form.
 - b. Ask processing questions.
 - c. Have students pair up and share their responses with their partner.
4. Introduce the next topic. Another feeling that can be difficult to manage is anger.
 - a. Ask the class to reflect on the last time that they were angry.
 - b. Ask them to focus on where that anger came from.
 - c. Do the angry feelings have synonyms, such as frustration, rage, disappointment, etc.?
 - d. Ask them to share, as best they can, what happened to them when they got angry. Examples: went to sleep, yelled at their dog, confronted someone, cried, punched a wall, irritated, flight or fight, etc.
5. Conduct Activity 2: Get a Grip on Anger.

Motivation: GENEVA'S STORY

Geneva has been standing in line for over two hours to buy a concert ticket. The rule is, one person, one ticket. Her feet are killing her and she knows she is in trouble with her mom, who expected her home by now. But there are only five people left in front of her and she is sure she will get a ticket. Out of nowhere, two girls from school walk up, make a big deal about meeting up with their friend who just happens to be standing in front of Geneva, and take places in line in front of her.

Source: <http://www.advocatesforyouth.org/publications/1190-lessons>

Processing Questions:

1. What do you think Geneva should do?
2. How will Geneva feel? How will the two girls feel?
3. What is the worst possible outcome?

Reading: TYPES OF RESPONSES

Passive response: Behaving passively means not expressing your own needs and feelings, or expressing them so weakly that they will not be addressed.

- If Geneva behaves passively, by standing in line and not saying anything, she will probably feel angry with the girls and herself. If the ticket office runs out of tickets before she gets to the head of the line, she will be furious and might blow up at the girls after it's too late to change the situation.
- *A passive response is not usually in your best interest*, because it allows other people to violate your rights. Yet there **are** times when being passive are the most appropriate response. It is important to assess whether a situation is dangerous and choose the response most likely to keep you safe.

Aggressive response: Behaving aggressively is asking for what you want or saying how you feel in a threatening, sarcastic or humiliating way that may offend the other person(s).

- If Geneva calls the girls names or threatens them, she may feel strong for a moment, but there is no guarantee she will get the girls to leave. More importantly, the girls and their friend may also respond aggressively, through a verbal or physical attack on Geneva.
- An aggressive response is never in your best interest, because it almost always leads to increased conflict

Assertive response: Behaving assertively means asking for what you want or saying how you feel in an honest and respectful way that does not infringe on another person's rights or put the individual down.

- If Geneva tells the girls they need to go to the end of the line because other people have been waiting, she will not put the girls down, but merely state the facts of the situation. She can feel proud for standing up for her rights. At the same time, she will probably be supported in her statement by other people in the line. While there is a good chance the girls will feel embarrassed and move, there is also the chance that they will ignore Geneva and her needs will not be met.
- An assertive response is almost always in your best interest, since it is your best chance of getting what you want without offending the other person(s).

At times, however, being assertive can be inappropriate. If tempers are high, if people have been using alcohol or other drugs, if people have weapons or if you are in an unsafe place, being assertive may not be the safest choice.

Activity 1: AM I ASSERTIVE?

Assertiveness is the ability to express your wishes and beliefs in a positive way. Too little assertiveness can make you a doormat. Too much, and you can be bossy and aggressive.

1. Think of a time when you were a doormat.
What happened? _____.
What did you do? _____.
How did you feel? _____.

Now think of a better way to handle that situation in the future. Write a better response and practice it.

2. Think of a time when you were too bossy.
What happened? _____.
What did you do? _____.
How did you feel? _____.

Now think of a better way to handle that situation in the future. Write a better response and practice it.

Source: *Emotional Intelligence Activities for Teens Ages 13-18 from the Youth Deployment Activity Guide*, available from http://ong.ohio.gov/frg/FRGresources/emotional_intelligence_13-18.pdf

Activity 2: GET A GRIP ON ANGER

Sometimes people use anger to get their way. Being assertive doesn't mean getting your way; it means that you can express your wishes and beliefs in a non-destructive way. Some examples of how people deal with anger are listed below. Brainstorm some ways that are used to deal with anger. Include both good and bad methods. When you have finished with a list, go back and place an asterisk (*) in the boxes of the methods that are healthy ways to deal with anger.

- Throw things _____
- Scream _____
- Count to 10 _____
- _____

Source: <http://www.pbs.org/inthemix/educators/lessons/schoolviol3/>

Week 11 Session 22

Topic 22: Integration Activity

Introduction / Procedure / Reminders:

1. Introduce Activity 1: Thumbs Up/Thumbs Down. This activity shows students that they have the power to choose their responses to a feeling. It also gives them the opportunity to calibrate, within this safe social setting, if their behavior is acceptable or not.
2. Introduce the Activity 2: Responsible Action Sheet. Complete the sentences on how you can be the Boss of your feelings.

3. Discuss the Integration lecturette as closing to this module.
4. Assign the requirement for the Portfolio Output No. 16: Responsible Action.

Activity 1: THUMBS UP / THUMBS DOWN (TU/TD)

After I read a statement, give it thumbs-up or a thumbs-down. We should not be judgmental of other students' reactions, but we can ask what would be a more effective response to deal with feelings. If students give an inappropriate response, ask probing questions.

- When I get angry, it helps me feel better if I yell at my brother.
- When I feel sad, it helps me feel better if I bounce a ball.
- When I feel bored, it helps me feel better when I hold my favorite stuffed animal.
- When I feel tired, it helps me feel better to close my eyes and listen to music.
- When I feel mad, it helps if I pick on someone.
- When I feel jealous, it helps me feel better to put someone else down.
- When I feel lonely, it helps me feel better to go play with my hamster.

Source: http://www.educationworld.com/a_lesson/lesson-plan-managing-feelings.shtml#sthash.qUEP980m.dpuf

Activity 2: RESPONSIBLE ACTION SHEET

I am the BOSS of my feelings!

When I get angry, it helps me feel better if I _____ .
 When I feel sad, it helps me feel better if I _____ .
 When I feel anxious or nervous, it helps me feel better if I _____ .
 When I feel grumpy, it helps me if I _____ .
 When I feel lonely, it helps me if I _____ .
 When I feel embarrassed, it helps if I _____ .
 When I feel sick, it helps me feel better if I _____ .
 When I feel silly, I like to _____ .
 When I feel disappointed, it helps me if I _____ .
 When I am honest, I feel _____ .
 When I feel _____ , it helps me feel better if I _____ .

Source: © 2011 by Education World®.

<http://www.educationworld.com/sites/default/files/Responsible-Action-handout.pdf>

Integration Lecturette

A part of growing up is learning how to "Be the Boss of Your Feelings." It is normal to experience many feelings, and you develop tools to help them express and manage their difficult feelings. Here are some challenges:

The Smile Challenge:

Next time you are feeling sad or grumpy, smile at someone or try to make someone laugh. Notice how making someone laugh or smile makes you smile too.

The Breathing Challenge:

Who controls how you breathe? That's right, you do! So here is a challenge. Next time you are upset, feeling nervous, or can't get to sleep, take your hand and put it on your heart or your tummy. You may like to close your eyes as we count five breaths. With each full breath, that's one breath in and one breath out, press one finger, and then the next, against your tummy. Let's do this five times with long, slow, easy breaths." After the

five breaths, say, "Open your eyes. Do you feel better? Tell your teacher if it works for you. Maybe you can all do it as a class if you need to take a break, to turn the day around, or to get ready for a test."

The "Bee Breath":

If you start to feel angry or upset, sit quietly with your hands in your lap. Close your eyes and make an angry face. Then take a deep breath in and as you breathe out, hum or buzz that angry bee out. Keep buzzing using all your breath. Now make a happy face, breathe in again, and make a happy humming or buzzing sound as you breathe out. Keep buzzing until you feel that the angry bee is gone.

Source: http://www.educationworld.com/a_lesson/lesson-plan-managing-feelings.shtml#sthash.qUEP980m.dpuf

Portfolio Output No. 16: Responsible Action

What have you learned in this Unit on Aspects of Personal Development? Write down your plans to take responsible actions on your emotions.

**End of Unit 2 Assessment
Unit 2: Aspects of Personal Development**

List of Outputs for Portfolio:

Module 5:

- My Stress Signals (Individual work)
- Project-To-Do (Group work)

Module 6:

- How I Became an Expert (Individual work)

Module 7:

- Media Influences (How Ads Affected My Self-Esteem) (Individual work)
- 13. Research on Anxiety or Depression (Individual work)

Module 8:

- 14. Response to "Dear Abby" (Group work)
- 15. Reflection on "Exploring Emotions" and "I Am" (Individual work)
- 16. Responsible Action (Individual work)

Evaluation of Unit 2

6 Individual Outputs x 16 points maximum	=	96 points
2 group outputs x 16 points maximum	=	32 points
Attendance x 16 points maximum	+	16 points

Total maximum points		144 points

Conversion to Grades – Unit 2

Points	Grade (%)
128-144	96-100
111-127	91-95
94-110	86-90
77-93	81-85
60-76	75-80
Below 60	Failure

Unit III: Building and Maintaining Relationships

MODULE 9: Personal Relationships

Big Question: How does knowing more about attraction, love, and commitment help adolescents become more responsible in a relationship?

Objectives:

At the end of this module, the learners will be able to:

1. discuss an understanding of teenage relationships, including the acceptable and unacceptable expressions of attractions,
2. express their ways of showing attraction, love, and commitment; and
3. identify ways to become responsible in a relationship.

Week 12 Session 23

Topic 23: Personal Relationships

Introduction / Procedure / Reminders:

1. In the first two units, we discussed the individual. We talked about the learner, and his / her strengths and limitations, stages of development and challenges, stress management, mental and emotional development. In this unit, we shall talk about the learner's relationships with significant persons in his/her life.
2. To introduce the topic and to check on the prior knowledge of the students, ask the students what they understand by the following words/terms: relationship, personal relationships, love, commitment, and attraction.
3. Give the lecturette on Basic Definitions to clarify the meanings of these words.
4. Introduce the activity: Statements on Relationships by asking: "What are the basics of a relationship? What do we really know about relationships? Are our ideas about relationships true or false?"
 - a. Refer to the Reader for the 15 statements about relationships. Students decide whether each statement is true or false, and write T or F on a piece of paper.
 - b. Call students to share their answers with the class.
 - c. The answer can be found at the end of each statement in this Teacher's Guide.
 - d. Have a bit of discussion when needed.
5. Introduce the readings on relationships (What do we mean by personal relationships? A research study on relationships, Why personal relationships are important, and 25 Most common relationship problems).
 - a. The following questions may be asked:
 - i. Why do we say 'No man is an island'?
 - ii. How are we different from animals?
 - iii. What is the difference between family, friends/friendship, and partnership/romantic relationships?
 - iv. Why are relationships important to us humans?

- v. What are the most common problems in a relationship?
- b. Have some students share their answer with the class, orally.
- c. Give some time for the class to read the articles on their own quietly. In the interest of time, the class may be divided into 4 groups, with each group reading one or two of the articles.
- d. Check on their comprehension and analysis by doing any or combinations of the following:
 - i. Share with the class key points each article has.
 - ii. Share their comments/reactions about the article/s.
 - iii. Explain why they agree or disagree with the article/s.
 - iv. Expound on the part/s of the article that has/have an impact on them.
 - v. Share story/stories that would support or negate the point/s of the article. (Take note to remind the students that too personal information or confidential matters need not be mentioned/shared with the class.)
 - vi. Write a paragraph or two as a reaction to the article/s.
 - vii. Make a poster or slogan on the things they learned from the article/s.
6. Explain the requirements for Portfolio Output No. 17: Reflections on Personal Relationships.

Lecturette: BASIC DEFINITIONS

1. *Relationship*
 - a relation between people
 - a state of connectedness between people (especially an emotional connection)
2. *Personal relationships*
 - relationships between people, especially those between friends, lovers and family members
3. *Love*
 - strong affection for another arising out of kinship or personalities <maternal love for a child>
 - attraction based on sexual desire : affection and tenderness felt by lovers
 - affection based on admiration, benevolence, or common interests <love for his old schoolmates>
4. *Commitment*
 - the act of binding yourself (intellectually or emotionally) to a course of action
 - a message that makes a pledge
5. *Attraction*
 - the act, power, or property of attracting
 - attractive quality; magnetic charm; fascination; allurements; enticement
 - a person or thing that draws, attracts, allures, or entices
6. *Responsibility*
 - the social force that binds you to the courses of action demanded by that force
 - a form of trustworthiness; the trait of being answerable to someone for something or being responsible for one's conduct

Activity: STATEMENTS ON RELATIONSHIPS

State whether these statements are True or False.

1. It is important to work on communicating our feelings in relationships. TRUE
2. To love someone, we must love our self first. TRUE
3. Trying to understand where other people are coming from rather than judging them helps us build and maintain relationships. TRUE
4. Having a good relationship does not contribute anything to us having good health. FALSE
5. When people listen deeply and let us know that they recognize the feeling behind our words, more likely than not, our relationship is doing good. TRUE
6. In our relationships, it is vital that we practice forgiveness when a loved one has hurt us. TRUE
7. Our loved ones cannot help us when we deal with stress. FALSE
8. Using positive methods to resolve conflict will more likely help us maintain good relationships. TRUE
9. Expressing gratitude to our friends and family help us maintain good relationships. TRUE
10. Significant differences in core values and beliefs never create a problem in relationships. FALSE
11. We are happy in our relationships when our loved ones stay connected by spending time with us and letting us know that they love us. TRUE
12. Excessive reliance on social media can be a cause of tension in relationships. TRUE
13. Relationships are static; they are unchangeable. FALSE
14. Being compassionate, forgiving and grateful contribute to healthy relationships. TRUE
15. To fully enjoy and benefit from relationships we need skills, information, inspiration, practice, and social support. TRUE

Reading: WHAT DO WE MEAN BY PERSONAL RELATIONSHIPS?

The concept of relationship is very broad and complex. In our model, personal relationships refer to close connections between people, formed by emotional bonds and interactions. These bonds often grow from and are strengthened by mutual experiences.

Relationships are not static; they are continually evolving, and to fully enjoy and benefit from them we need skills, information, inspiration, practice, and social support. In our model there are three kinds of personal relationships:

Family

The concept of "family" is an essential component in any discussion of relationships, but this varies greatly from person to person. The Bureau of the Census defines family as "two or more persons who are related by birth, marriage, or adoption and who live together as one household." But many people have family they don't live with or to whom they are not bonded by love, and the roles of family vary across cultures as well as throughout your own lifetime. Some typical characteristics of a family are support, mutual trust, regular interactions, shared beliefs and values, security, and a sense of community.

Although the concept of "family" is one of the oldest in human nature, its definition has evolved considerably in the past three decades. Non-traditional family structures and roles can provide as much comfort and support as traditional forms.

Friends

A friendship can be thought of as a close tie between two people that is often built upon mutual experiences, shared interests, proximity, and emotional bonding. Friends are able to turn to each other in times of need. Nicholas Christakis and James Fowler, social-network researchers and authors of the book *Connected*, find that the average person has about six close ties—though some have more, and many have only one or none.

Note that online friends don't count toward close ties—research indicates that a large online network isn't nearly as powerful as having a few close, real-life friends.

Partnerships

Romantic partnerships, including marriage, are close relationships formed between two people that are built upon affection, trust, intimacy, and romantic love. We usually experience this kind of relationship with only one person at a time.

Source: <http://www.takingcharge.csh.umn.edu/enhance-your-wellbeing/relationships/what-do-we-mean-personal-relationships>

Reading: A RESEARCH STUDY ON RELATIONSHIPS

A sample of 1,110 adolescents assessed nine aspects of their relationships with their mother, their father, their best same-sex friend, their most important sibling, and their most important teacher. These aspects were admiration, affection, companionship, conflict, instrumental aid, intimacy, nurturance, reliable alliance, and satisfaction with the relationship. Early adolescents (11 through 13 years of age) gave higher ratings than did middle (14 through 16 years of age) and late (17 through 19 years of age) adolescents for all relationships on most attributes. Except for intimacy and nurturance, middle adolescents' ratings were higher than those of late adolescents but only for some relationships. The observed trends are interpreted with respect to several social, social cognitive, and cognitive changes taking place over the span of adolescence.

Source: Clark-Lempers, D., J.D. Lempers & C. Ho. (1991). *Early, Middle, and Late Adolescents' Perceptions of Their Relationships with Significant Others*. *Journal of Adolescent Research*, 6-3, 296-315.

Reading: WHY PERSONAL RELATIONSHIPS ARE IMPORTANT

Healthy relationships are a vital component of health and well being. There is compelling evidence that strong relationships contribute to a long, healthy, and happy life. Conversely, the health risks from being alone or isolated in one's life are comparable to the risks associated with cigarette smoking, blood pressure, and obesity.

Research shows that healthy relationships can help you:

- **Live longer.** A review of 148 studies found that people with strong social relationships are 50% less likely to die prematurely. Similarly, Dan Buettner's Blue Zones research calculates that committing to a life partner can add 3 years to life expectancy (Researchers Nicholas Christakis and James Fowler have found that men's life expectancy benefits from marriage more than women's do.)
- **Deal with stress.** The support offered by a caring friend can provide a buffer against the effects of stress. In a study of over 100 people, researchers found that people who completed a stressful task experienced a faster recovery when they were reminded of people with whom they had strong relationships. (Those who were reminded of stressful relationships, on the other hand, experienced even more stress and higher blood pressure.)
- **Be healthier.** According to research by psychologist Sheldon Cohen, college students who reported having strong relationships were half as likely to catch a common cold when exposed to the virus. In addition, 2012 international Gallup poll found

that people who feel they have friends and family to count on are generally more satisfied with their personal health than people who feel isolated. And hanging out with healthy people increases your own likelihood of health—in their book *Connected*, Christakis and Fowler show that non-obese people are more likely to have non-obese friends because healthy habits spread through our social networks.

- **Feel richer.** A survey by the National Bureau of Economic Research of 5,000 people found that doubling your group of friends has the same effect on your wellbeing as a 50% increase in income!

On the other hand, low social support is linked to a number of health consequences, such as:

- **Depression.** Loneliness has long been commonly associated with depression, and now research is backing this correlation up: a 2012 study of breast cancer patients found that those with fewer satisfying social connections experienced higher levels of depression, pain, and fatigue.
- **Decreased immune function.** The authors of the same study also found a correlation between loneliness and immune system dysregulation, meaning that a lack of social connections can increase your chances of becoming sick.
- **Higher blood pressure.** University of Chicago researchers who studied a group of 229 adults over five years found that loneliness could predict higher blood pressure even years later, indicating that the effects of isolation have long-lasting consequences.

According to psychiatrists Jacqueline Olds and Richard Schwartz, social alienation is an inevitable result of contemporary society's preoccupation with materialism and frantic "busy-ness." Their decades of research support the idea that a lack of relationships can cause multiple problems with physical, emotional, and spiritual health. The research is clear and devastating: **isolation is fatal.**

Source: <http://www.takingcharge.csh.umn.edu/enhance-your-wellbeing/relationships/why-personal-relationships-are-important>

Reading: 25 MOST COMMON RELATIONSHIP PROBLEMS

Here is a list of the most common relationship problems most often encountered by couples:

1. **Affairs / infidelity / cheating.** This includes emotional infidelity, one-night stands, internet relationships (including 'sexting'), long- and short-term affairs and financial infidelity
2. **Sexual Issues**, particularly loss of libido and including questions around your gender, or your partner's gender
3. Significant differences in **core values and beliefs**
4. **Life stages** – you have '**outgrown**' each other or have '**changed**' significantly for whatever reason
5. **Traumatic** and/or Life-Changing Events
6. Responses to prolonged periods of **Stress**, such as **Work-Related Stress**, long-term **illness**, **mental health** issues, **Financial** Problems, problems with the **children**, **infertility** and many more
7. **Bored** in or with Your Relationship
8. Dealing with a **jealous** partner
9. Having '**blended**' **family issues**
10. Domestic **violence, which includes verbal as well as physical abuse: THE most serious relationship problem.**
11. Knowing you **should not have got married in the first place!**

12. Lack of **responsibility** regarding finances, children, health and many other issues
13. **Unrealistic Expectations**- still thinking your partner / spouse is the princess / knight and not seeing the 'real' human being
14. **Addictions** - substance abuse
15. Excessive reliance on **social media**, at the cost of the relationship
16. **Lack of support** during particularly difficult times from people that matter to you
17. **Manipulation** or over-involvement in your relationships with **family or friends**
18. **Lack of communication** about important matters
19. Poor division of and / or **one-sided** lack of responsibility for chores and tasks. It is not always women who complain about this relationship problem!
20. **Perceived lack of concern, care and consideration / attentiveness**: feeling the relationship is one-sided is a big one!
21. Significant personal **disappointments** and traumas that lead to a change in relationship dynamics
22. Long term **depression** or other mental health issues suffered by one partner or both
23. Significant differences in opinion on how to **discipline / deal with the children**
24. **Long-term stress**, particularly when not taking responsibility for doing something positive to address the cause, or about learning to handle it if it cannot be changed
25. An unsupportive partner during **pregnancy** and / or significant problems after the birth your baby.

We wouldn't be surprised if you have found that you are experiencing several of these relationship problems, but you know what? However difficult this time is for you we promise you that this too will pass. We are rooting for you and we know that you will be happy again. You don't have to wait and hope for better times – together we can do something about it now!

The person you love (or used to love) was always bound to hurt you - it's sadly a fact of life and we all do it to each other. However, we can become better at solving our relationship problems by taking responsibility for ourselves.

Source: <http://www.professional-counselling.com/common-relationship-problems.html>

Portfolio Output No. 17: Reflections on Personal Relationships

Write a reflection paper on your relationships, why they are important, and how you intend to keep the good relationships strong and healthy.

Week 12 Session 24

Topic 24: Family Relationships

Introduction / Procedure / Reminders:

1. Introduce the 'Letter from Mom' activity. You may say something like "Class, now we will read a letter written by someone who has been with us since day one of our lives."
2. The letter may be read silently or orally aloud.
3. Draw out answers from the class to the following:
 - a. What kind of relationship does the letter describe?
 - b. Who are involved in the relationship? Describe each character.
 - c. What role does each character play in the relationship?
 - d. Are you satisfied with this type of relationship? Explain your answer.

- e. Do you agree that this type of relationship can be improved? Explain your answer.
 - f. In what ways can the characters show they are responsible to maintain a good relationship?
4. Facilitate more group discussions on specific parts of the letter using the 16 questions found after the letter.
 5. Note to the Teacher: Be sensitive and discrete. Maintain confidentiality of personal issues. When applicable, refer students with issues to the Guidance Counselor.
 6. Explain the Portfolio Output No. 17: Response to Mom's Letter. Ask the students to bring their response letter during the next class session.
 7. To introduce the next readings (Nurture your relationships, and Ten rules for finding love and creating long-lasting, authentic relationships), write each of these questions on small pieces of paper and have a student pick a paper to be answered by anyone from the class:
Sample questions:
 - a. What three words describe your relationship with your family? Parents? Siblings?
 - b. What three words describe your relationship with your friends? Peers? Boy friend/Girl friend?
 - b. Which relationships are important to you? Why?
 - c. In what ways do you express your feelings toward your loved ones?
 - d. Is there really such a thing as forever? Explain your answer.
 - e. Do we really need to find a lifetime partner? (our 'forever') Explain your answer.
 - f. What five qualities are you looking for in a lifetime partner? Why?
 - g. What five qualities do you possess that would make you the 'right person'? Why?
 - h. Why do some relationships fail?
 - i. How does one prepare for a relationship?
 8. Give time for students to read the articles and discuss these with them.

Activity: LETTER FROM MOM

Read the letter from mom found in the reader. After reading the letter, write your answer to the following questions on your journal:

Processing Questions:

1. What kind of relationship does the letter describe?
2. Who are involved in the relationship? Describe each character.
3. What roles does each character play in the relationship?
4. Are you satisfied with this type of relationship? Explain your answer.
5. Do you agree that this type of relationship can be improved? Explain your answer.
6. In what ways can the characters show they are responsible to maintain a good relationship?

Activity: GROUP DISCUSSION ON LETTER FROM MOM

1. Why would the Mom write that her daughter thinks life is unfair?
2. Why would the Mom write that nobody understands her daughter? Does this mean the Mom also does not understand her daughter? Explain your answer.

3. How does the Mom describe her daughter's behavior on paragraph 3?
4. What does the Mom mean when she wrote "you are both obsessed with and terrified by boys"?
5. Refer to paragraphs 5 and 6, do you agree with what the Mom wrote about the daughter not being a small adult? What does it mean to be a small adult?
6. What is the Mom trying to say on paragraph 6?
7. Refer to paragraph 7, why did the Mom say they are not friends or equals? Do you agree with her? Explain your answer.
8. Refer to paragraph 8, do you agree with the Mom that she is teaching her daughter a lesson on success each time she asks her daughter to do something? Explain your answer.
9. Refer to paragraph 9, what does the Mom mean when she wrote "The balance you learn to strike right now will carry you through your entire life where friendships can be vital. But, you cannot rely on a great friendship to buy you a house."? Does the Mom mean friendship is not important? Explain your answer.
10. What does the Mom mean when she wrote "... unless you're becoming a hermit which let's face it, is never going to happen"?
11. Refer to paragraph 10, give one lesson the Mom wants her daughter to learn.
12. How does the Mom feel when she wrote "When you look at me all you see is old, and mom."? Explain your answer.
13. Refer to paragraph 11, why do you think Mom write such details?
14. Refer to paragraph 12, do you agree with the Mom when she wrote "When I stand my ground and open myself up to your vitriol and disregard and general railroading, that, my dear, is love."? Explain your answer.
15. Give instances that would make the Mom write "...it is the great irony of life that the person I love most, I get treated the worst by."
16. Refer to paragraph 13, what did the Mom promise her daughter? What was the Mom's request from her daughter?

Adapted from: <http://hellogiggles.com/a-letter-to-a-14-year-old-daughter/>

Portfolio Output No. 18: Response to Mom's Letter

Put yourself in the shoes of Shane and write a letter in response to Mom. Explain your thoughts, feelings, and actions as a child who is now almost an adult. Bring your letter during the next class session.

Reading: NURTURE YOUR RELATIONSHIPS

Connect with your family

One of the biggest challenges for families to stay connected is the busy pace of life. But Blue Zones research states that the healthiest, longest-living people in the world all have something in common: they put their families first. Family support can provide comfort, support, and even influence better health outcomes while you are sick. Relationships and family author Mimi Doe recommends connecting with family by letting little grievances go, spending time together, and expressing love and compassion to one another.

Of course, the same practices apply to close friends as well. This is especially important if you don't have living family, or have experienced difficult circumstances, such as abuse, that would make it difficult for you to connect with your relatives.

Practice gratitude

Gratitude is one of the most accessible positive emotions, and its effects can strengthen friendships and intimate relationships. One 2010 study found that expressing gratitude toward a partner can strengthen the relationship, and this positive boost is felt by both parties—the one who expresses gratitude and the one who receives it. Remembering to say “thank you” when a friend listens or your spouse brings you a cup of coffee can set off an upward spiral of trust, closeness, and affection.

Learn to forgive

It’s normal for disagreements or betrayal to arise in relationships, but your choice about how to handle the hurt can have a powerful effect on the healing process. Choosing to forgive can bring about a variety of benefits, both physical and emotional. Fred Luskin, head of the Stanford Forgiveness Project, says it’s easier to let go of the anger or hurt feelings associated with a circumstance if you remind yourself that much of your distress is really coming from the thoughts and feelings you are having right now while remembering the event—not the event itself. Don’t be afraid to clearly articulate why you are upset, but once the other party has listened, be willing to lay down your anger and move on.

Be compassionate

Compassion is the willingness to be open to yourself and others, even in painful times, with a gentle, nonjudgmental attitude. When you feel compassionate toward another person—whether a romantic partner, friend, relative, or colleague—you open the gates for better communication and a stronger bond. This doesn’t mean taking on the suffering of others, or absorbing their emotions. Rather, compassion is the practice of recognizing when someone else is unhappy or whose needs aren’t being met and feeling motivated to help them. We are an imitative species: when compassion is shown to us, we return it.

Accept others

It is also important to be accepting of the other person in the relationship. Obviously, this does not apply in situations of abuse or unhealthy control, where you need foremost to protect yourself. But otherwise, try to understand where the person is coming from rather than judge them. As you do for yourself, have a realistic acceptance of the other’s strengths and weaknesses and remember that change occurs over time.

Create rituals together

With busy schedules and the presence of online social media that offer the façade of real contact, it’s very easy to drift from friends. In order to nurture the closeness and support of friendships, you have to make an effort to connect. Gallup researcher Tom Rath has found that people who deliberately make time for gatherings or trips enjoy stronger relationships and more positive energy. An easy way to do this is to create a standing ritual that you can share and that doesn’t create more stress—talking on the telephone on Fridays, for example, or sharing a walk during lunch breaks, are ways to keep in contact with the ones you care about the most.

Spend the right amount of time together

Gallup researchers Jim Harter and Raksha Arora found that people who spend **6-7 hours per day socializing** (which could mean hanging out with friends, sharing meals with family, or even emailing a colleague) tend to be the happiest. In contrast, those who have zero interactions (or an exhausting overload of social time) feel more stressed.

Knowing when to give your time to others and when to take some time for yourself can be crucial in maintaining balanced, healthy relationships as well as emotional well being.

Source: <http://www.takingcharge.csh.umn.edu/enhance-your-wellbeing/relationships/nurture-your-relationships>

Reading: TEN RULES FOR FINDING LOVE AND CREATING LONG-LASTING, AUTHENTIC RELATIONSHIPS

- 1. YOU MUST LOVE YOURSELF FIRST**
Your relationship with yourself is the central template from which all others are formed. Loving yourself is a prerequisite to creating a successful and authentic union with another.
- 2. PARTNERING IS A CHOICE**
The choice to be in a relationship is up to you. You have the ability to attract your beloved and cause the relationship you desire to happen.
- 3. CREATING LOVE IS A PROCESS**
Moving from “I” to “we” requires a shift in perspective and energy. Being an authentic couple is an evolution.
- 4. RELATIONSHIPS PROVIDE OPPORTUNITIES TO GROW**
Your relationship will serve as an unofficial “lifeshop” in which you will learn about yourself and how you can grow on your personal path.
- 5. COMMUNICATION IS ESSENTIAL**
The open exchange of thoughts and feelings is the lifeblood of your relationship.
- 6. NEGOTIATION WILL BE REQUIRED**
There will be times when you and your partner must work through impasses. If you do this consciously and with respect, you will learn to create win-win outcomes.
- 7. YOUR RELATIONSHIP WILL BE CHALLENGED BY CHANGE**
Life will present turns in the road. How you maneuver those twists and turns determines the success of your relationship.
- 8. YOU MUST NURTURE THE RELATIONSHIP FOR IT TO THRIVE**
Treasure your beloved and your relationship will flourish.
- 9. RENEWAL IS THE KEY TO LONGEVITY**
Happily ever after means the ability to keep the relationship fresh and vital.
- 10. YOU WILL FORGET ALL THIS THE MOMENT YOU FALL IN LOVE**
You know all these rules inherently. The challenge is to remember them when you fall under the enchanting spell of love.

Source: <http://angellovecards.com/assets/luminaries/drcherrieLOVEposter.pdf>

Week 13 Session 25

Topic 25: Healthy Relationships

Introduction / Procedure / Reminders:

1. Start by discussing the response letter done by the students as a homework. Have some students share their response with the class.
2. Have students swap their letter with a partner. Instruct the students to imagine themselves being the mom/dad of their partner and then respond to his/her letter. Ask volunteers to share with the class.
3. Ask the following processing questions to the class:
 - a. How did you feel being the mom/dad explaining yourself to your child?
 - b. How did you feel as the child being explained to by your mom/dad?

- c. How would you describe the communication that happened to you as a parent and to your classmate as your child or vice versa?
- d. Do you think you are successful with the way you communicated with each other? Explain your answer.
4. Have the students answer the activity 'Healthy Relationships Items Set'. See the activity for the instructions. Facilitate the six processing questions afterwards.
5. Introduce the next activity 'I know the signs of a healthy relationship' and give the instructions. After calling out the answers (indicated at the end of each statement in this Teacher's Guide), you may conclude that the first 9 statements are signs of a healthy relationship and the last 9 statements are signs of an unhealthy relationship.
6. Introduce the last two readings (Keeping healthy relationships, and Basic rights in a relationship) as a review on how to maintain healthy relationships and our basic rights in a relationship.
7. Depending on the time available, you may do any or combinations of the following to check on the students' understanding after they read the articles:
 - a. write a letter to a friend who needs help with his/her relationship.
 - b. write a letter to his/her sweetheart on things he/she learned from the module.
 - c. write a letter to their parents on things relating to relationship they (students) cannot say face-to-face.
 - d. share with the class the key points that each article has.
 - e. share their comments/reactions about the article/s.
 - f. defend whether they agree or disagree with the article/s.
 - g. expound on the part/s of the article which has/have an impact to them.
 - h. share a story/stories that would support or negate the point/s of the article.
8. Take note to remind the students that too personal information or confidential matters need not be mentioned/shared with the class.
9. Explain the requirement for Portfolio Output No. 18: Poster on Basic Rights in Relationships.

Activity: HEALTHY RELATIONSHIPS ITEMS SET (Answer Key)

Answer the following in your journal.

1. What should you consider when making decisions around sex and sexual limits?
 - a. Your values
 - b. Your friends
 - c. Your family
 - d. All of the above

All of the above. Values, goals, moral and spiritual principles are all things people consider when making decision about sex. Talking to people you trust such as family and friends will help you make healthy decisions.

2. What is the best style of communication to use when making decisions about sexual limits and boundaries?
 - a. Assertive
 - b. Passive
 - c. Aggressive

a. Assertive communication.

When individuals are assertive they:

- Stand up for their rights without denying other people theirs
- Respect themselves as well as others
- Know how to listen and talk
- Express their emotions, both positive and negative
- Know how to be self-confident without seeming arrogant

3. Name three important qualities of a healthy relationship.

Possible answers: Trust, Respect, Honesty, Loyalty, Open communication, Fun, Caring

4. Which of the following is NOT an element of a healthy relationship?

- a. Trust one another
- b. One person makes all the decisions
- c. Respect one another
- d. Open and honest communication

b. One person makes all the decisions. When one person in the relationship is making all the decisions they hold the most power and may be manipulative. It is best if both of you make decisions together.

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

Possible answers: Pressure, Alcohol or substance use, Did not think about how you can handle the situation, You are in the "moment", Poor planning

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

Possible answers: Family, Friends, Teachers, Guidance Counselors, Parents

7. Name three characteristics of an unhealthy relationship.

Possible answers: Jealousy, Abuse, Obsession, Manipulation, Dishonesty, Possessiveness, Lies, Fear; Some of these characteristics are easier to spot than others such as physical abuse. Listen to your instincts and talk with people you trust regarding maintaining a relationship and making wise decisions. If abuse is involved, it is time for the relationship to end.

8. What skills do you need to make healthy decisions in a relationship?

- a. Intelligence, memory, ability to do public speaking
- b. Assertive communication, active listening, and negotiation skills
- c. Ability to persuade others, love,
- d. passive communication
- e. None of the above

b. Assertive communication, active listening and negotiation skills. These are all very important skills to have when making decisions about sexual activities with a partner.

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

Possible answers: Moral/family/religious beliefs, Prevent STI and HIV, Prevent pregnancy, Waiting for marriage/long term commitment/a certain age, Have not met the right person yet

10. Which of the following are signs that you may be in an abusive relationship?

- a. Bruises, scratches and other signs of injuries
- b. Avoiding friends
- c. Apologizing for your partner's behavior
- d. All of the above

d. All of the above. Relationship abuse comes in many forms, some are easier to stop than others. The person being abused may not be able to identify the abuse but their behavior may show signs. Avoiding friends is a way of hiding the abuse from the people who care about you.

Source: <http://westernhealth.nl.ca/uploads/Addictions%20Prevention%20and%20Mental%20Health%20Promotion/Healthy%20Relationships%20Resource%20Kit%20-%20Western.pdf>

Processing Questions:

1. What were your thoughts and feelings while answering the activity?
2. What did you discover about yourself after doing the activity?
3. With previous activities, how would you describe your relationship with your parents? Siblings? Possible or current romantic relationship? Friends?
4. Which relationship is most important to you? Why?
5. In what ways do you express your feelings, whether positive or negative?
6. If your relationship is not doing very well, what can you do about it?

Activity: I KNOW THE SIGNS OF A HEALTHY RELATIONSHIP

Put a HEART before each statement that you think is a sign of a healthy relationship; put an X on each statement that you think is a sign of an unhealthy relationship.

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 or 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. X
11. Your partner tries to control how you spend time and who you hang out with. X
12. Your partner tries to control how you spend money. X
13. Your partner doesn't support your decisions. X
14. You are sometimes forced to do something that you're not comfortable with. X
15. Your partner threatens, insults, or humiliates you. X
16. Your partner hurts you physically or emotionally. X
17. Your partner doesn't keep your secrets safe. X
18. Your partner undermines your decisions about pregnancy and parenting. X

Source: <http://washingteenhelp.org/your-relationships/your-love-life-has-these-signs-to-know-if-you-are-in-a-healthy-or-unhealthy-relationship>

Reading: KEEPING HEALTHY RELATIONSHIPS

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. It can include everything from unwelcome sexual comments to kissing to intercourse. But abuse doesn't always mean that someone hits or hurts your body. **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.

ABUSE AND ASSAULT

Love should never hurt. But sometimes it does:

- 1 in 6 women and 1 in 33 men will be sexually assaulted in their lifetime
- 1.5 million women are sexually assaulted or otherwise physically abused by their partners each year.
- Over 800,000 males are sexually or physically abused by partners.
- Abuse can occur in any type of relationship--gay and straight, casual and long-term, young and old.
- About 10% of high school students say that have suffered violence from someone they date.

If you are – or have been – in a relationship where you were mistreated, it's very easy to blame yourself. The problem is with the abuser, though, not you. **It's not your fault!** Anyone can be abused – boys and girls, men and women, gay or straight, young and old – and anyone can become an abuser.

Break the Silence: Stop the Violence

It may shock you to know that one out of every eleven teens reports being hit or physically hurt by a boyfriend or girlfriend in the past twelve months. But why is that, and how can we change it? In "Break The Silence: Stop the Violence," parents talk with teens about developing healthy, respectful relationships before they start dating.

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, there are many ways to express love without sex. If you do decide to become sexually active, there are things about which you do need to communicate.

Though talking about sex can feel a little scary, many people find that when they get up the nerve to talk about sex, their partner really appreciates it. Most likely they've been trying to work up the nerve, too! Many respect a partner even more once they've brought up the topic of sex. It is ok to be nervous--that lets you know that what you are doing is both important to you and also exciting.

Remember though: it is a good idea to talk about any sexual subject before you get all hot and bothered, but this is especially important for topics which require logical thinking skills, like safer sex expectations. Most of us don't act rationally in the heat of the moment. Think about your boundaries ahead of time, and discuss them with a partner when you are not currently in a sexual mood. If you are turned on, you are less likely to make the decision to use a condom or another barrier if your partner has a different agenda. Having the conversation before you are in a sexual situation makes it more likely you will be able to act according to your own boundaries and preferences.

So what's to talk about?

- Sexually Transmitted Infections (STIs): This is actually an issue that all teenagers and adults must be aware of. Anybody who engages in sexual activity is prone to have this one.
- Possibility of Pregnancy: Females who engage in sex have a high percentage of putting themselves in this kind of situation.
- Right time for sex: You can consider your current status as a student if it is really high time to be involved in this kind of activity. Will this make or break your future?
- Boundaries: Making the decision to set your limits in a relationship shows your maturity to assert your priorities and respecting yourself.

MAKING THE DECISION: DECIDING WHETHER OR NOT TO HAVE SEX

The decision of whether or not to have sex is up to you, and you alone. Therefore don't be afraid to say "no" if that's how you feel.

Having sex for the first time can be a huge emotional event. There are many questions and feelings that you may want to sort out before you actually get "in the heat of the moment." Ask yourself:

- Am I really 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?

The best way to prepare for the decision to have sex is to become comfortable with communicating about your needs. **If you don't feel right about something, say so!** Anyone who challenges your choices about whether or not to have sex is not giving you the respect that you deserve. Pay attention to your feelings, and don't let anyone make you feel guilty for making decisions that are right for you.

There are countless nonsexual ways to show someone you love them. You can show a person you care for them by spending time with them. Go to the movies. Or just hang out and talk. If you are with someone you really like, then anything can be fun. There are also ways to feel physically close without having sex. These include everything from kissing and hugging to touching each other. Just remember that if you're not careful these activities can lead to sex. Plan beforehand just how far you want to go, and stick to your limits. It can be difficult to say "No" and mean it when things get hot and heavy.

TALKING TO YOUR PARENTS

You probably think that talking to your parents about sex is impossible. You're not alone; 83 percent of kids your age are afraid to ask their parents about sex. Yet 51 percent of teens actually do. So... kids are not only talking to their parents about sex, they're also benefiting from conversations they were afraid to have in the first place! Lucky them, right? 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. They might also be afraid that if they don't have all the answers, they'll look foolish. Some parents have said they're afraid kids will ask personal questions about their sex life, questions they won't want to answer.

Think about all the adults in your life. Is there someone else's parent . . . a teacher or guidance counselor, coach, aunt, uncle, neighbor or another adult you instinctively trust? That's the person who will give you straight answers.

Your friends really don't know any more than you do, no matter what they say about their sexual experience. The Internet, and other media, can't give you everything you need. Only people who know you can do that.

Peer pressure is always tough to deal with, especially when it comes to sex. Some teenagers decide to have sexual relationships because their friends think sex is cool. Others feel pressured by the person they are dating. Still others find it easier to give in and have sex than to try to explain why not. Some teenagers get caught up in the romantic feelings and believe having sex is the best way they can prove their love.

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.

Knowing how you feel about yourself is the first big step in handling peer pressure. It's OK to want to enjoy your teen years and all the fun times that can be had. It's OK to respect yourself enough to say, "No, I'm not ready to have sex."

How to avoid peer or date pressure

If you're worried about being pressured or you are currently experiencing it, know that you are not alone and there is something you can do about it.

- Hang out with friends who also believe that it's OK to not be ready for sex yet.
- Go out with a group of friends rather than only your date.
- Introduce your friends to your parents.
- Invite your friends to your home.
- Stick up for your friends if they are being pressured to have sex.
- Think of what you would say in advance in case someone tries to pressure you.
- Always carry money for a telephone call or cab in case you feel uncomfortable.
- Be ready to call your mom, dad or a friend to pick you up if you need to leave a date.
- Never feel obligated to "pay someone back" with sex in return for a date or gift.
- Say "no" and mean "no" if that's how you feel.

DRUGS AND ALCOHOL

In a survey of young people ages 15-24 by the Kaiser Family Foundation, **9 out of 10 people surveyed reported that their peers use alcohol or illegal drugs before sex at least some of the time.** Seven out of 10 also reported that condoms are not always used when alcohol and drugs are involved. Twenty-nine percent of those teens

and young adults surveyed said that they've "done more" sexually while under the influence of drugs or alcohol than they normally would have when sober.

The effects of drugs and alcohol can make it hard to think clearly, let alone make the best possible decisions about sex. While you're under the influence of drugs or alcohol it is easy to make a decision you'll regret later--decisions that can lead to a sexually transmitted infection or an unwanted pregnancy. Even worse, there are some people who will use the effects of alcohol and other drugs to force you into having sex with them.

Source: <http://www.iwannaknow.org/teens/relationships/healthyrelationship.html>

Reading: BASIC RIGHTS IN A RELATIONSHIP

- The right to emotional support
- The right to be heard by the other and to respond
- The right to 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. When this occurs, it is important to communicate our disappointment, but also to give the other person space. 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 others' feelings and other people need to be considerate of yours. Be kind when you communicate. Kindness will nurture your relationships. Note that being kind does not necessarily mean being nice.

Respect: Respect is a 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. Think of a time when you encountered someone who didn't respect you. How did it feel? What are some ways that you show respect to others?

Source: <http://www.takingcharge.csh.umn.edu/activities/basic-rights-relationship>

Portfolio Output No. 19: Poster on Basic Rights in Relationships

On a piece of ¼ illustration board, sketch, draw, or design a poster which shows one's basic rights in a relationship.

<p style="text-align: center;">MODULE 10: Social Relationships in Middle and Late Adolescence</p>

Big Question: *How does understanding group membership and leadership improve social relationships?*

Objectives:

At the end of this module, learners will be able to:

1. distinguish the various roles of different individuals in society and how they can influence people through their leadership or followership,
2. compare their self-perception and how others see them, and
3. conduct a mini-survey on Filipino relationships (family, school, and community).

Week 13 Session 26

Topic 26: Groups and Organizations

Introduction / Procedure / Reminders:

1. To introduce the topic, ask for a show of hands on who belong to the following groups / clubs / organizations:
 - choir
 - dance group
 - play/theater arts
 - school cheer leading team
 - school paper
 - others (identify existing organizations in your school and/or area)
2. Ask the following questions and have the students share their answer with the class:
 - a. Why did you choose to be in that particular group/organization?
 - b. What was the biggest factor that made you decide to be in that group/organization?
 - c. Who decided on your role in that organization?
 - d. How do you fulfill your responsibilities in that organization?
 - e. How do you find the leader/s of the organization?
3. Explain Activity: 'My organizations' Have the students write down the name of organizations they belong to, the type of organization and the student's position/role in the organization.
4. To introduce the readings (*How culture shapes many aspects of adolescent development, Teenagers' who join youth groups and other clubs are happier and less likely to drink, and Community activity: get involved*), explain how the society/community/culture plays a major role in the life of a teenager. Teens have to be mindful of who they follow, go with/join, and imitate.
5. Explain to the class that being with the majority is not always correct. Point out the many benefits of being able to help others; teens are in the best position to serve older people or be of service to the community. Mention also how studies and research have shown that being in a club/organization and serving the community benefit teens.

6. Discuss the readings and the insights gained from them.
7. Explain the requirements for Portfolio Output No. 20: Description of My Social Group.
8. As homework, ask students to bring several sheets of blank paper for the genogram to be done during the next session.

Activity: MY ORGANIZATIONS

Name Of Organization	Type Of Organization*	My Position/Role In The Organization

*Neighborhood association, church group, singing/dance group, community organization, youth group, club, school organization, volunteer group, etc.

Reading: HOW CULTURE SHAPES MANY ASPECTS OF ADOLESCENT DEVELOPMENT

As you have known by now, the relationships adolescents have with their peers, family, and members of their social sphere play a vital role in their development. Adolescence is a crucial period in social development, as adolescents can be easily swayed by their close relationships. Research shows there are four main types of relationships that influence an adolescent: parents, peers, community, and society.

In this part of the module, we will focus on Community, Society, and Culture.

There are certain characteristics of adolescent development that are more rooted in culture than in human biology or cognitive structures. Culture is learned and socially shared, and it affects all aspects of an individual's life. Social responsibilities, sexual expression, and belief-system development, for instance, are all likely to vary based on culture. Furthermore, many distinguishing characteristics of an individual (such as dress, employment, recreation, and language) are all products of culture.

Many factors that shape adolescent development vary by culture. For instance, the degree to which adolescents are perceived as autonomous, or independent, beings varies widely in different cultures, as do the behaviors that represent this emerging autonomy. The lifestyle of an adolescent in a given culture is also profoundly shaped by the roles and responsibilities he or she is expected to assume. The extent to which an adolescent is expected to share family responsibilities, for example, is one large determining factor in normative adolescent behavior: adolescents in certain cultures are expected to contribute significantly to household chores and responsibilities, while others are given more freedom or come from families with more privilege where responsibilities are fewer. Differences between families in the distribution of financial responsibilities or provision of allowance may reflect various socioeconomic backgrounds, which are further influenced by cultural norms and values.

Adolescents begin to develop unique belief systems through their interaction with social, familial, and cultural environments. These belief systems encompass everything from religion and spirituality to gender, sexuality, work ethics, and politics. The range of attitudes that a culture embraces on a particular topic affects the beliefs, lifestyles, and perceptions of its adolescents, and can have both positive and negative impacts on their development. As an example, early-maturing girls may suffer teasing or sexual harassment related to their developing bodies, contributing to a higher risk of depression, substance abuse, and eating disorders

Source: Ge, Conger, & Elder, 2001; Graber, Lewinsohn, Seeley, & Brooks-Gunn, 1997; Striegel-Moore & Cachelin, 1999;

<https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/human-development-14/adolescence-73/cultural-and-societal-influences-on-adolescent-development-285-12820/>

Reading: TEENAGERS WHO JOIN YOUTH GROUPS AND OTHER CLUBS ARE HAPPIER AND LESS LIKELY TO DRINK

Teenagers who belong to youth groups and other clubs lead happier lives and are less likely to drink or smoke, a research shows. Although they may be exposed to more peer pressure, researchers found they were also more socially able and likely to be physically active. And the benefits increased the more groups that they joined, the findings show.

Teens should be encouraged to join clubs, international researchers, including a group from the University of Hertfordshire, advise. The findings show that they were a fifth less likely to smoke and to ever have been drunk than other teenagers their age. They were also a fifth more likely to eat fruit and vegetables regularly.

The study also found taking part in club activities increased the youngsters' happiness levels. Those who rated their lives as highly satisfactory were 51 per cent more likely to belong to a sports club than those who were less happy.

The study looked at 15-year-olds across six countries – England, Canada, Belgium, Italy, Poland and Romania. However, the study suggests that not all clubs for young people offered the same health benefits. Youngsters were two thirds more likely to smoke if were members of political organisations or youth clubs than if they joined no clubs at all.

“The present findings support the notion that encouraging participation in a range of associations is a useful and beneficial policy goal especially for young people, increasing their facility to access and become part of wide-ranging networks,” the authors report in their findings, published in the Journal of Epidemiology and Community Health.

Source: <http://www.telegraph.co.uk/news/health/news/6810651/Teenagers-who-join-youth-groups-and-other-clubs-are-happier-and-less-likely-to-drink.html>

Reading: COMMUNITY ACTIVITY: GET INVOLVED

Getting involved in local community activities or volunteering can boost your confidence and self-esteem and help you build new skills. You can get started by finding activities that interest you.

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 because 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

You might be interested in online civic or community activities – for example, an online campaign to save a local area of wildlife. Online community involvement can motivate you to get involved in face-to-face community activities.

What you can get from being involved in community activities

It doesn’t matter what you do. **Any involvement is good!** When you get involved in community activities, you get a lot of personal rewards and feelings of achievement

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. For example, your family might have certain religious or spiritual beliefs – or none at all – but when you come into contact with others who believe different things, perhaps through some charity work, you might see some new ways of putting beliefs into action for the good of others.

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. As a result, you might come to see yourself as helpful, generous, political or just a 'good' person in general. Being involved in community activities can also help create a sense of being connected to your local community and the wider world.

Skills

Community activities give you the chance to apply the skills you already have. For example, you could use the cooking skills you have learned at home at a community feeding program or at a school fund-raising project. Voluntary work and community activities are also great opportunities to **show initiative and develop skills** to get a job. For example, the school fund-raising project could give you experience in speaking to customers and handling cash. Volunteering for the community feeding project might help you prepare for getting a part-time job as a waiter. For those who are interested in being a vet, helping out at an animal shelter or washing and walking local dogs is a good way to demonstrate commitment and get a reference.

Being able 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 organised 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. It can be very positive psychologically for you to have something that gets you involved, where others expect you to turn up and take part, and where you're supported to achieve something as part of a group. These positive feelings can help protect you from sadness and depression. Being involved in some kind of community activity can also reduce the likelihood of substance abuse, mental illness and criminal activity.

Source: http://raisingchildren.net.au/articles/community_activity_teenagers.html

Portfolio Output No. 20: Description of My Social Group

Write about one of your social groups, its nature, activities, and benefits. Include a photo of yourself with the group.

Week 14 Session 27

Topic 27: Leadership

Introduction / Procedure / Reminders:

1. Start by asking volunteer students to read aloud the fables in the Reader. Explain that fables have been written for people to learn lessons from. Ask students to identify the lesson each fable is trying to teach.
2. Introduce the activity “Questionnaire on Ethical and Servant Leadership”, by asking:
 - a. What is a true leader?
 - b. How do we know that a leader is a true leader?
 - c. How do we know that the person we are following is worth our trust and loyalty?
3. Ask students to answer the activity sheet on their journal. (Answers are indicated at the end of each statement in this Teacher’s Guide.)
4. Discuss why the statements are True or False.
5. Give time for students to read the article “Servant Leadership”. After which, you may do any or combinations of the following:
 - a. Think of a leader that fits in the description “servant leader.” Share with the class.
 - b. Think of an organization that has a ‘servant leader.’ Share with the class.
 - c. Share the key points of the article.
 - d. Share their comments/reactions about the article.
 - e. Defend why they agree or disagree with the article.
 - f. Expound on the part/s of the article that has/have an impact to them.
 - g. Share a story/stories that would support or negate the point/s of the article. (Take note to remind the students that too personal information or confidential matters need not be mentioned/shared with the class.)
 - h. Write a paragraph or two as a reaction to the article.
 - i. Make a poster or slogan on the things they learned from the article.
6. Explain the requirement for Portfolio Output No. 21: Reflections on Leadership and Membership.

Reading: LESSONS ON LEADERSHIP AND MEMBERSHIP FROM FABLES

Can you identify the lesson being taught by each story?

1. The Farmer and the Stork

A Farmer placed nets on his newly sown plough lands, and caught a quantity of Cranes, which came to pick up his seed. With them he trapped a Stork also. The Stork having his leg fractured by the net, earnestly besought the Farmer to spare his life. “Pray, save me, Master,” he said, “and let me go free this once. My broken limb should excite your pity. Besides, I am no Crane, I am a Stork, a bird of excellent character; and see how I love and slave for my father and mother. Look too, at my feathers, they are not the least like to those of a Crane.” The Farmer laughed aloud, and said, “It may be all as you say; I only know this, I have taken you with these robbers, the Cranes, and you must die in their company.”

Source: <http://www.artofmanliness.com/2010/10/17/manvotional-aesops-fables/>

2. The Hunter and the Woodsman

A hunter, not very bold, 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."

Source:

http://ancienthistory.about.com/library/bl/bl_aesop_hunter_woodman.htm

3. Bear and man lying down

Two men were traveling 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."

Source: <http://www.moralstories.org/the-bear-and-the-two-friends/>

4. Goatherd and the wild goats

A Goatherd, driving his flock from their pasture at eventide, found some Wild Goats mingled among them, and shut them up together with his own for the night. The next day it snowed very hard, so that he could not take the herd to their usual feeding places, but was obliged to keep them in the fold. He gave his own goats just sufficient food to keep them alive, but fed the strangers more abundantly in the hope of enticing them to stay with him and of making them his own. When the thaw set in, he led them all out to feed, and the Wild Goats scampered away as fast as they could to the mountains. The Goatherd scolded them for their ingratitude in leaving him, when during the storm he had taken more care of them than of his own herd. One of them, turning about, said to him: "That is the very reason why we are so cautious; for if you yesterday treated us better than the Goats you have had so long, it is plain also that if others came after us, you would in the same manner prefer them to ourselves." **Source:** <http://fablesfaesop.com/the-goatherd-and-the-wild-goats.html>

5. The Gnat and the Bull

A Gnat settled on the horn of a Bull, and sat there a long time. Just as he was about to fly off, he made a buzzing noise, and inquired of the Bull if he would like him to go. The Bull replied, "I did not know you had come, and I shall not miss you when you go away."

Source: <http://www.artofmanliness.com/2010/10/17/manvotional-aesops-fables/>

6. The Man and the Little Cat

One day, an old man was having a stroll in the forest when he suddenly saw a little cat stuck in a hole. The poor animal was struggling to get out. So, he gave him his hand to get him out. But the cat scratched his hand with fear. The man pulled his hand screaming with pain. But he did not stop; he tried to give a hand to the cat again and again. Another man was watching the scene, screamed with surprise, "Stop helping this cat! He's going to get himself out of there". The other man did not care about him, he just continued saving that animal until he finally succeeded, And then he walked to that man and said , "Son, it is cat's Instincts that makes him scratch and to hurt, and it is my job to love and care".

Source: <http://www.moralstories.org/the-man-and-the-little-cat/>

Activity: QUESTIONNAIRE ON ETHICAL AND SERVANT LEADERSHIP

Answer the following statements with a True or False.

1. Leaders can follow their whims and fancies. FALSE
2. Leaders are capable to do anything they like. FALSE
3. Leaders don't need to mind their subjects. FALSE
4. Leaders should follow ethical principles. TRUE
5. Leaders are responsible. TRUE
6. Leaders are to serve others. TRUE
7. An Ethical Leader is someone who works for other people's interests and not for his own hidden agenda or ulterior motives as guided by sound principles. TRUE
8. Servant leadership is the type of leadership that puts others first before one's own self. TRUE
9. A servant leader listens deeply to others and empathizes with the people around him/her. TRUE
10. A servant leader puts others' concerns first and foremost above own self-interests and motives. TRUE

Reading: SERVANT LEADERSHIP

While the idea of servant leadership goes back at least two thousand years, the modern servant leadership movement was launched by Robert K. Greenleaf in 1970 with the publication of his classic essay, *The Servant as Leader*. It was in that essay that he coined the words "servant-leader" and "servant leadership." Greenleaf defined the servant-leader as follows:

"The servant-leader *is* servant first... It begins with the natural feeling that one wants to serve, to serve *first*. Then 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. Between them there are shadings and blends that are part of the infinite variety of human nature."

"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. The best test, and difficult to administer, is: Do those served grow as persons? Do they, *while being served*, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? *And*, what is the effect on the least privileged in society? Will they benefit or at least not be further deprived?"

Robert Greenleaf's concept of the servant-leader was stimulated by his reading of *Journey to the East* by Herman Hesse. It is the story of a group of travelers who were served by Leo, who did their menial chores and lifted them with his spirit and song. All went well until Leo disappeared one day. The travelers fell into disarray and could go no farther. The journey was over. Years later, one of the travelers saw Leo again—as the revered head of the Order that sponsored the journey. Leo, who had been their servant, was the titular head of the Order, a great and noble leader.

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. Leo was actually the leader all of the time, but he was servant first because that was what he was, *deep down inside*. Leadership was bestowed upon a man who was by nature a servant. It was something given, or assumed, that could be taken away. His servant nature was the real man, not bestowed, not assumed, and not to be taken away. He was servant first.

If there is a single characteristic of the servant-leader that stands out in Greenleaf's essay, it is the *desire to serve*. A walk through *The Servant as Leader* provides a fairly long list of additional characteristics that Greenleaf considered important. They include listening and understanding; acceptance and empathy; foresight; awareness and perception; persuasion; conceptualization; self-healing; and rebuilding community. Greenleaf describes servant-leaders as people who initiate action, are goal-oriented, are dreamers of great dreams, are good communicators, are able to withdraw and re-orient themselves, and are dependable, trusted, creative, intuitive, and situational.

Greenleaf described a philosophy, not a theory. However, based on the views of a number of scholars, the elements that are most unique to servant leadership compared with other theories are:

(1) the moral component, not only in terms of the personal morality and integrity of the servant-leader, but also in terms of the way in which a servant-leader encourages enhanced moral reasoning among his or her followers, who can therefore test the moral basis of the servant-leader's visions and organizational goals;

(2) the focus on serving followers for their own good, not just the good of the organization, and forming long-term relationships with followers, encouraging their growth and development so that over time they may reach their fullest potential;

(3) concern with the success of all stakeholders, broadly defined—employees, customers, business partners, communities, and society as a whole—including those who are the least privileged; and

(4) self-reflection, as a counter to the leader's hubris.

Source: <http://toservefirst.com/definition-of-servant-leadership.html>



Source:

<http://thorstenconsulting.com/serendipity/uploads/servantleadershipthorstenconsulting.jpg>

SERVANT LEADERSHIP

**Servant leadership is not about “I”,
nor is it about “we”.
It is about “THEM”.**

Portfolio Output No. 21: Reflections on Leadership and Membership

Write on any one or a combination of the following:

1. A leader that fits in the description “servant leader.”
2. An organization that has a ‘servant leader.’
3. The key points of the article.
4. Your comments/reactions about the article.
5. The part of the article that has an impact to you.
6. A story that would support or negate the points of the article.
7. A poster or slogan on the things you learned from the article.

MODULE 11:

Family Structures and Legacies

Big Question: How does your family affect the learner as a developing individual?

Objectives:

At the end of this module, learners will be able to:

1. appraise their family structure and the type of care they give and receive, which may help in understanding themselves better ,
2. make a genogram and trace certain physical, personality, or behavioral attributes through generations, and
3. prepare a plan on how to make their family members firmer and gentler with each other.

Week 14 Session 28

Topic 28: Family Structures

Introduction / Procedure / Reminders:

1. To introduce the topic, read the quote by Jane Howard on families: “*Call it a clan, call it a network, call it a tribe, and call it a family. Whatever you call it, whoever you are, you need one.*” Then ask the students whether they agree with Ms. Howard. Ask how they need their respective families in their life.
2. The following activity is called genogram or family tree making. Almost every one knows what a family tree is and how it is made. Ask the students why they think we need to make one at the start of our topic. What information can we gather from a genogram/family tree? Using a blank sheet of paper, instruct the students to make their own genogram. Be sure to read the instructions to the class before they start making their genogram. The genogram is to be included in their portfolio as Portfolio Output No. 22.
3. To introduce the reading on Family structure, ask for volunteers to describe their respective families in terms of people in their family, physical set up/agreement, place of residence, who leads/makes decision in the family.

4. After reading the article, have the students refer to their genogram and identify which among the family structures does their family belong. Have a quick survey among the class. Which family structure is prevalent?
5. To introduce the topic on family legacies, have the students write a poem about their respective families using the guideline for the activity 'Poem Writing'. The guideline may be written on the board. Give time for students to write their family poem, afterwards, call on volunteers to share their poems to the class. Ask the class, "what unique qualities does your family have?"
6. Introduce the reading on Inspiring Stories of Families by saying: "The reading on Inspiring Stories of Families aims to remind us of the importance of our respective families. These readings came from different parts of the world which prove how universal the importance of and our need for family is. Read through and be reminded of the sacrifices our individual family does for us. Then ask yourself, "how do I show my love and appreciation for my family?"

Activity: GENOGRAM

A genogram or family tree is a useful tool to gather information about a person's family. This visual representation of a family can help us to identify patterns or themes within families that may be influencing or driving a person's current behavior.

Symbols for drawing the genogram or family tree:

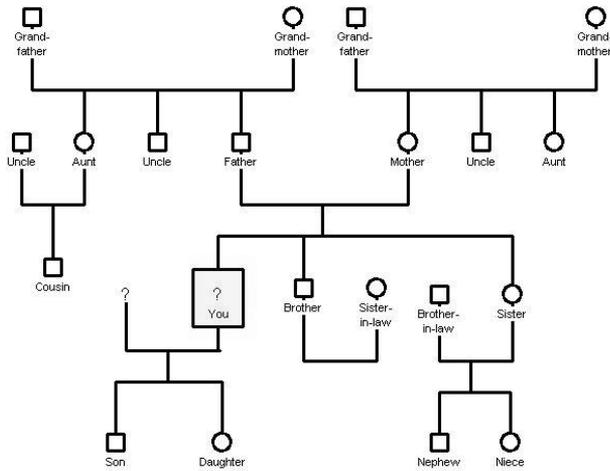
	Female symbol - name, age
	Male symbol - name, age
	Unknown gender
	Married - add the year or ages
	De facto relationship - commencement date or ages
	Separation - date or ages
	Divorce - date or ages

List children in birth order and put names and ages either within the symbol or underneath.

	Death - a small cross in the corner of the symbol (record date if known)
	Dotted circle - this can be used to enclose the members living together currently, for example, who the young person is living with.
	Conflictual relationship
	Very close
	Distant relationship

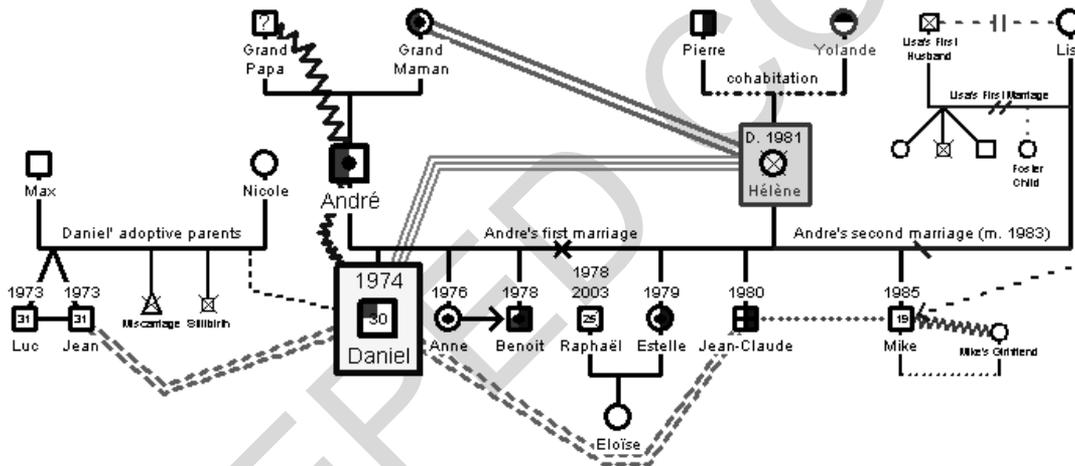
Source: <http://www.strongbonds.jss.org.au/workers/families/genograms.html>

Sample Genogram 1:



Source: mutagh.fhost.com.au

Sample Genogram 2:



Source: genopro.com

Portfolio Output No. 22: My Genogram

Make your own genogram using the symbols and samples given. Be sure to write your name and the date on your paper. Enjoy!

Reading: FAMILY STRUCTURE

The traditional family structure is considered a family support system which involves two married individuals providing care and stability for their biological offspring. However, this two-parent, nuclear family has become less prevalent, and alternative family forms have become more common. The family is created at birth and establishes ties across generations. Those generations, the extended family of aunts, uncles, grandparents, and cousins, can all hold significant emotional and economic roles for the nuclear family.

Different kinds of family structures:

- **Nuclear family:** A family unit consisting of at most a father, mother and dependent children. It is considered the “traditional” family.
- **Extended family:** A family consisting of parents and children, along with grandparents, grandchildren, aunts or uncles, cousins etc. In some circumstances, the extended family comes to live either with or in place of a member of the nuclear family.
- **Step families:** Two families brought together due to divorce, separation, and remarriage.
- **Single parent family:** This can be either a father or a mother who is singly 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. The other parent may have been part of the family at one time or not at all.
- **Adoptive family:** A family where one or more of the children has been adopted. Any structure of family may also be an adoptive family.
- **Bi-racial or multi-racial family:** A family where the parents are members of different racial identity groups.
- **Trans-racial adoptive family:** A family where the adopted child is of a different racial identity group than the parents.
- **Blended family:** A family that consists of members from two (or more) previous families.
- **Conditionally separated families:** A family member is separated from the rest of the family. This may be due to employment far away; military service; incarceration; hospitalization. They remain significant members of the family.
- **Foster family:** A family where one or more of the children is legally a temporary member of the household. This “temporary” period may be as short as a few days or as long as the child’s entire childhood.
- **Gay or Lesbian family:** A family where one or both of the parents’ sexual orientation is gay or lesbian. This may be a two-parent family, an adoptive family, a single parent family or an extended family.
- **Immigrant family:** A family where the parents have immigrated to another country as adults. Their children may or may not be immigrants. Some family members may continue to live in the country of origin, but still be significant figures in the life of the child.
- **Migrant family:** A family that moves regularly to places where they have employment. The most common form of migrant family is farm workers who move with the crop seasons. Children may have a relatively stable community of people who move at the same time - or the family may know no one in each new setting. Military families may also lead a migrant life, with frequent relocation, often on short notice.

Sources: <https://www.scoe.org/files/ccpc-family-structures.pdf>;
<https://www.boundless.com/sociology/textbooks/boundless-sociology-textbook/family-12/family-91/family-structures-521-10352/>

Activity: POEM WRITING

Make two five-line poems about your family. Follow this pattern:

First line is ____ family

Second line is two adjectives (joined by and) which describe the noun

Third line is a verb and an adverb to describe the noun in action

Fourth line begins with like and presents a comparison

Fifth line starts with if only and expresses a wish.

Ex: (___ family) *Mine family*
(adjective + adjective) *Unique and chaotic*
(verb + adverb) *Changing constantly*
(like) *Like flaming hot Thai dishes, which are quite exotic*
(if only) *If only we could relive our family life, of jolly years gone by*

Reading: INSPIRING STORIES OF FAMILIES

What does it mean to put others' first before ourselves?

A doctor entered the hospital in a hurry after being called in for an urgent surgery. He answered the call ASAP, changed his clothes & went directly to the surgery block.

He found the boy's father pacing in the hall waiting for the doctor.

On seeing him, the dad yelled: "Why did you take all this time to come? Don't you know that my son's life is in danger? Don't you have any sense of responsibility?"

The doctor smiled & said: "I am sorry, I wasn't in the hospital & I came as fast as I could after receiving the call... And now, I wish you'd calm down so that I can do my work."

"Calm down? What if your son was in this room right now, would you calm down? If your own son dies now what will you do?" said the father angrily.

The doctor smiled again & replied: "... Doctors cannot prolong lives. Go and intercede for your son, we will do our best by God's grace".

"Giving advises when we're not concerned is so easy," murmured the father.

The surgery took some hours after which the doctor went out happy, "Your son is saved!". And without waiting for the father's reply, he carried on his way running. "If you have any questions, ask the nurse!!"

"Why is he so arrogant? He couldn't wait some minutes so that I can ask about my son's state," commented the father when seeing the nurse minutes after the doctor left.

The nurse answered, tears coming down her face: "His son died yesterday in a road accident, he was at the burial when we called him for your son's surgery. And now that he saved your son's life, he left running to finish his son's burial."

Source: https://vk.com/topic-62771305_29403044?offset=0

The Wooden Bowl

A frail old man went to live with his son, daughter-in-law, and four-year old grandson. The old man's hands trembled, his eyesight was blurred, and his step faltered. The family ate together at the table. But the elderly grandfather's shaky hands and failing sight made eating difficult. Peas rolled off his spoon onto the floor. When he grasped the glass, milk spilled on the tablecloth.

The son and daughter-in-law became irritated with the mess. "We must do something about father," said the son. "I've had enough of his spilled milk, noisy eating, and food on the floor." So the husband and wife set a small table in the corner. There, Grandfather ate alone while the rest of the family enjoyed dinner. Since Grandfather had broken a dish or two, his food was served in a wooden bowl! When the family glanced in Grandfather's direction, sometime he had a tear in his eye as he sat alone. Still, the only words the couple had for him were sharp admonitions when he dropped a fork or spilled food.

The four-year-old watched it all in silence.

One evening before supper, the father noticed his son playing with wood scraps on the floor. He asked the child sweetly, "What are you making?" Just as sweetly, the boy responded, "Oh, I am making a little bowl for you and Mama to eat your food in when I grow up." The four-year-old smiled and went back to work .

The words so struck the parents so that they were speechless. Then tears started to stream down their cheeks. Though no word was spoken, both knew what must be done.

That evening the husband took Grandfather's hand and gently led him back to the family table. For the remainder of his days he ate every meal with the family. And for some reason, neither husband nor wife seemed to care any longer when a fork was dropped, milk spilled, or the tablecloth soiled.

Source: <http://www.moralstories.org/the-wooden-bowl/>

Give time to our family

After 21 years of marriage, my wife wanted me to take another woman out to dinner and a movie. She said, "I love you, but I know this other woman loves you and would love to spend some time with you."

The other woman that my wife wanted me to visit was my MOTHER, who has been a widow for 19 years, but the demands of my work and my three children had made it possible to visit her only occasionally. That night I called to invite her to go out for dinner and a movie. "What's wrong, are you well?" she asked.

My mother is the type of woman who suspects that a late night call or a surprise invitation is a sign of bad news. "I thought that it would be pleasant to spend some time with you," I responded. "Just the two of us." She thought about it for a moment, and then said, "I would like that very much."

That Friday after work, as I drove over to pick her up I was a bit nervous. When I arrived at her house, I noticed that she, too, seemed to be nervous about our date. She waited in the door with her coat on. She had curled her hair and was wearing the dress that she had worn to celebrate her last wedding anniversary. She smiled from a face that was as radiant as an angel's. "I told my friends that I was going to go out with my son, and they were impressed," she said, as she got into the car. "They can't wait to hear about our meeting."

We went to a restaurant that, although not elegant, was very nice and cozy. My mother took my arm as if she were the First Lady. After we sat down, I had to read the menu. Her eyes could only read large print. Half way through the entries, I lifted my eyes and saw Mom sitting there staring at me. A nostalgic smile was on her lips. "It was I who used to have to read the menu when you were small," she said. "Then it's time that you relax and let me return the favor," I responded. During the dinner, we had an agreeable conversation – nothing extraordinary but catching up on recent events of each other's life. We talked so much that we missed the movie. As we arrived at her house later, she said, "I'll go out with you again, but only if you let me invite you." I agreed.

"How was your dinner date?" asked my wife when I got home. "Very nice. Much more so than I could have imagined," I answered.

A few days later, my mother died of a massive heart attack. It happened so suddenly that I didn't have a chance to do anything for her. Some time later, I received an envelope with a copy of a restaurant receipt from the same place mother and I had dined. An attached note said: "I paid this bill in advance. I wasn't sure that I could be there; but nevertheless, I paid for two plates – one for you and the other for your wife. You will never know what that night meant for me. I love you, son."

At that moment, I understood the importance of saying in time: "I LOVE YOU" and to give our loved ones the time that they deserve. Nothing in life is more important than your family. Give them the time they deserve, because these things cannot be put off till "some other time."

Source: <http://academictips.org/blogs/give-time-to-our-family/>

Week 15 Session 29

Topic 29: Family Legacies

Introduction / Procedure / Reminders:

1. Introduce the activity 'Emotional, social and spiritual legacy' by saying something like: "The activity that we are about to do will identify the legacies our family/parents has/have passed on to us. Are you aware of these legacies? What if you don't like the legacies your parents passed on to you? Is there a chance that we can change the legacy we received from our parents? "
2. Have the students answer the activity on Emotional, social and spiritual legacy.
3. Spend some time for the students to share their thoughts with the class.
4. Introduce the reading on 'Family legacies' by saying something like: "Are you happy with your legacy scores? Let us reverse the roles, suppose you are the parents, what legacies are you ready to pass on to your children? The reading on Family legacies will review you on the details of emotional, spiritual and social legacies. The reading will also encourage you not to lose hope when you do not like the legacies your parents have passed on to you."

5. Have the students share with the class their ideas on the concept of legacy, in particular, family legacies.
6. Explain the requirements for Portfolio Output No. 23: Reactions to the Emotional, Social and Spiritual Legacy Evaluation.

Activity: EMOTIONAL, SOCIAL AND SPIRITUAL LEGACY
Emotional Legacy Evaluation

Answer each question by circling the number that best reflects the legacy you have received from your parents. Then add up your score.

1. When you walked into your house, what was your feeling?

- | | |
|-----------|-------------|
| 1 Dread | 4 Stability |
| 2 Tension | 5 Calm |
| 3 Chaos | 6 Warmth |

2. Which word best describes the tone of your home?

- | | |
|-----------|-----------|
| 1 Hateful | 4 Serious |
| 2 Angry | 5 Relaxed |
| 3 Sad | 6 Fun |

3. What was the message of your family life?

- | | |
|----------------------|-------------------------|
| 1 You are worthless. | 4 You are respected. |
| 2 You are a burden. | 5 You are important. |
| 3 You are okay. | 6 You are the greatest. |

4. Which word best describes the "fragrance" of your home life?

- | | |
|--------------|-----------|
| 1 Repulsive | 4 Sterile |
| 2 Rotten | 5 Fresh |
| 3 Unpleasant | 6 Sweet |

5. Which was most frequent in your home?

- | | |
|------------------------|-------------------------|
| 1 An intense fight | 4 A strong disagreement |
| 2 The silent treatment | 5 A kind word |
| 3 Detached apathy | 6 An affectionate hug |

Results:

- Above 24 = Strong emotional legacy
- 19 - 24 = Healthy legacy
- 14 - 18 = Mixed legacy - good and bad elements
- 10 - 13 = Weak emotional legacy
- Below 10 = Damaged emotional legacy

Social Legacy Evaluation

Answer each question by circling the number that best reflects the legacy you have received from your parents. Then add up your score.

1. Which words most closely resemble the social tone of your family?

- | | |
|-----------------------|----------------------------------|
| 1 Cruel and abusive | 4 Non-communicative but stable |
| 2 Cutting sarcasm | 5 Secure with open communication |
| 3 Chaotic and distant | 6 Loving and fun |

2. What was the message of your home life with regard to relationships?

- | | |
|-------------------------------------|---------------------------------|
| 1 "Step on others to get your way." | 4 "Mind your own business." |
| 2 "Hurt them if they hurt you." | 5 "Treat others with respect." |
| 3 "Demand your rights." | 6 "Put others before yourself." |

3. How were rules set and enforced in your home?

- | | |
|----------------------------------|---|
| 1 Independent of relationship | 4 Inconsistently |
| 2 In reaction to parental stress | 5 Out of concern for my well-being |
| 3 Dictatorially | 6 In the context of a loving relationship |

4. Which word best characterizes the tone of communication in your home?

- | | |
|----------------|----------------|
| 1 Shouting | 4 Clear |
| 2 Manipulation | 5 Constructive |
| 3 Confusing | 6 Courteous |

5. How did your family deal with wrong behavior?

- | | |
|--------------------------------|---------------------------|
| 1 Subtle reinforcement | 4 Severe punishment |
| 2 Accepted in the name of love | 5 Discussion |
| 3 Guilt trip | 6 Loving, firm discipline |

Results:

- Above 24 = Strong social legacy
- 19 - 24 = Healthy legacy
- 14 - 18 = Mixed legacy — good and bad elements
- 10 - 13 = Weak social legacy
- Below 10 = Damaged social legacy

Spiritual Legacy Evaluation

Answer each question by circling the number that best reflects the legacy you have received from your parents. Then add up your score.

1. To what degree were spiritual principles incorporated into daily family life?

- | | |
|-------------|-----------------|
| 1 Never | 4 Frequently |
| 2 Rarely | 5 Almost always |
| 3 Sometimes | 6 Consistently |

2. Which word captures the tone of how you learned to view/relate to God?

- | | |
|---------------|------------|
| 1 Absent | 4 Casual |
| 2 Adversarial | 5 Solemn |
| 3 Fearful | 6 Intimate |

3. How would you summarize your family's level of participation in spiritual activities?

- | | |
|---------------|----------------|
| 1 Nonexistent | 4 Regimental |
| 2 Rare | 5 Active |
| 3 Occasional | 6 Enthusiastic |

4. How were spiritual discussions applied in your home?

- | | |
|-----------------|----------------|
| 1 They weren't | 4 To teach |
| 2 To control | 5 To influence |
| 3 To manipulate | 6 To reinforce |

5. What was the perspective in your home regarding moral absolutes?

- | | |
|-----------------------------|-------------------------|
| 1 If it feels good, do it! | 4 Dogmatic legalism |
| 2 There are no absolutes. | 5 Moderate conservatism |
| 3 Let your heart guide you. | 6 Clear boundaries |

Results:

- Above 24 = Strong spiritual legacy
- 19 - 24 = Healthy legacy
- 14 - 18 = Mixed legacy — good and bad elements
- 10 - 13 = Weak spiritual legacy
- Below 10 = Damaged spiritual legacy

Source: <http://www.focusonthefamily.com/parenting/building-relationships/family-legacies/the-legacy-you-want-to-give>

Reading: FAMILY LEGACIES

No matter who we are, where we live, or what our goals may be, we all have one thing in common: a heritage. That is, a social, emotional and spiritual legacy passed on from parent to child. Every one of us is passed a heritage, lives out a heritage, and gives a heritage to our family. It's not an option. Parents always pass to their children a legacy ... good, bad or some of both.

A spiritual, emotional and social legacy is like a three-stranded cord. Individually, each strand cannot hold much weight. But wrapped together, they are strong. That's why passing on a positive, affirming legacy is so important and why a negative legacy can be so destructive. The good news is that you can decide to pass a positive legacy on to your children whether you received one or not.

Today, if we don't intentionally pass a legacy consistent with our beliefs to our

children, our culture will pass along its own, often leading to a negative end. It is important to remember that passing on a spiritual, emotional and social legacy is a process, not an event. As parents, we are responsible for the process. God is responsible for the product.

The Emotional Legacy

In order to prosper, our children need an enduring sense of security and stability nurtured in an environment of safety and love.

Sadly, many of us struggle to overcome a negative emotional legacy that hinders our ability to cope with the inevitable struggles of life. But imagine yourself giving warm family memories to your child. You can create an atmosphere that provides a child's fragile spirit with the nourishment and support needed for healthy emotional growth. It will require time and consistency to develop a sense of emotional wholeness, but the rewards are great.

A strong emotional legacy:

- Provides a safe environment in which deep emotional roots can grow.
- Fosters confidence through stability.
- Conveys a tone of trusting support.
- Nurtures a strong sense of positive identity.
- Creates a "resting place" for the soul.
- Demonstrates unconditional love.

Which characteristics would you like to build into the legacy you pass along to your children? Even if you don't hit the exact mark, setting up the right target is an important first step.

The Social Legacy

To really succeed in life, our children need to learn more than management techniques, accounting, reading, writing and geometry. They need to learn the fine art of relating to people. If they learn how to relate well to others, they'll have an edge in the game of life.

In order to prosper, our children need to gain the insights and social skills necessary to cultivate healthy, stable relationships. As children mature, they must learn to relate to family members, teachers, peers and friends. Eventually they must learn to relate to coworkers and many other types of people such as salespeople, bankers, mechanics and bosses.

Nowhere can appropriate social interaction and relationships be demonstrated more effectively than in the home. At home you learned — and your children will learn — lessons about respect, courtesy, love and involvement. Our modeling as parents plays a key role in passing on a strong social legacy.

Key building blocks of children's social legacy include:

- Respect, beginning with themselves and working out to other people.
- Responsibility, fostered by respect for themselves, that is cultivated by assigning children duties within the family, making them accountable for their actions, and giving them room to make wrong choices once in a while.
- Unconditional love and acceptance by their parents, combined with conditional acceptance when the parents discipline for bad behavior or actions.
- The setting of social boundaries concerning how to relate to God, authority, peers, the environment and siblings.
- Rules that are given within a loving relationship

The Spiritual Legacy

The Spiritual Legacy is overlooked by many, but that's a mistake. As spiritual beings, we adopt attitudes and beliefs about spiritual matters from one source or another. As parents, we need to take the initiative and present our faith to our children.

Parents who successfully pass along a spiritual legacy to their children model and reinforce the unseen realities of the godly life. We must recognize that passing a spiritual legacy means more than encouraging our children to attend church, as important as that is.

The church is there to support parents in raising their children but it cannot do the raising; only parents can.

The same principle applies to spiritual matters. Parents are primary in spiritual upbringing, not secondary. This is especially true when considering that children, particularly young children, perceive God the way they perceive their parents. If their parents are loving, affirming, forgiving and yet strong in what they believe, children will think of God that way. He is someone who cares, who is principled and who loves them above all else.

The Legacy You Want to Give

We all have good and bad parts to the legacy we have inherited. The key is to move forward from here. For some, taking a closer look at the legacy they've been given helps them assess the legacy they want to pass on. After considering your past, here are some practical tips for the future:

Decide what you'll keep

You probably have things you received that are wonderful and need to be kept and passed on. Other things may need to be thrown out. Or, perhaps you have a weak legacy that needs strengthening.

Whatever you received, you can now intentionally pass along the good. This isn't always easy. If you saw hypocrisy in your parents' lives, you may be tempted to throw everything out even though much of what your parents modeled was good. Don't. That would be like burning down the house to get rid of some bugs.

Realize that there is a being who can redeem even the "bad stuff" in your legacy.

Unfortunately many of us have parts of our legacy that are weak or even awful. Maybe one of your parents was an alcoholic or abusive or didn't provide the nurturing you needed. In today's society, the stories of such families are common. You may be asking, "How do I give something I didn't receive? Nobody modeled this stuff for me."

Hope is not lost. Consider the story of Josiah from the Old Testament in the Bible. His father and grandfather were involved in many wicked things, including idol worship that threatened the entire nation. But after 8-year-old Josiah became king of Judah, he reversed that trend. He sought God and purged Judah of idols, repaired the temple and saved a nation.

Like Josiah, you can choose which things in your legacy are no good and throw them away. It's important to break the cycle of hurt by leaving bad things behind and creating a new legacy. Legacies are not easily broken and always benefit from His guidance.

Chart a new course as you begin a positive legacy for yourself and those you love. Research suggests that most fathers will parent the way they were parented. That means only a minority of fathers will change their parenting style — even if their parenting is wrong! Today, you can take positive steps to design a new heritage for yourself and your family.

Source: <http://www.focusonthefamily.com/parenting/building-relationships/family-legacies/family-legacies-passing-on-a-legacy>

Portfolio Output No. 23: Reactions to the Emotional, Social and Spiritual Legacy Evaluation

1. What were your scores in the emotional, social and spiritual legacy evaluation?
2. How do these scores reflect your home atmosphere?
3. What is the legacy you have received from your parents and siblings?
4. How do you plan to give a legacy when you start your own family in the future?

Week 15 Session 30

Topic 30: Tributes

Introduction / Procedure / Reminders:

1. To end this unit, the activity 'How do you feel about your relationships?' asks the students how they feel about their various relationships (family, friends, partner, and community/social/organizations). Ask the students: "How do you feel about your relationships? Where do you see your relationships going? Are you happy with your relationships?"
2. Let the students answer the activity sheet.
3. Facilitate the processing questions.
4. As a class, read the poem 'A tribute to families'.
5. Explain requirements for Portfolio Output No. 24: Insights on Relationships and Tribute to My Family.

Activity: HOW DO YOU FEEL ABOUT YOUR RELATIONSHIPS?

How do you feel about your relationships? Where do you see your relationships going? Are you happy with your relationships? Put a ✓ if your answer is YES and write X if your answer is NO.

Criteria / Relationship	FAMILY	FRIENDS	PARTNER	ORGANIZATIONS
I. Overall feelings about the relationship:				
Are you getting your needs met?				
Are you speaking up and asking for what you want?				
Are you feeling heard?				
Are you feeling encouraged and supported to grow?				
II. The decision-making process:				
Are decisions made to your satisfaction?				
Is there sufficient time to discuss, assess, and process?				
Do you feel as though your thoughts and feelings are taken seriously?				
Is there a collaborative spirit about decisions?				
III. Communication:				
Do you feel safe to say whatever you feel?				
Do you feel listened to when you communicate?				
Do you feel encouraged to tell your truth?				
Do you feel supported in all your dreams and goals?				
IV. Roles and responsibilities:				
Do you feel the division of tasks is working?				
Do you feel that both of you are doing your parts?				
Do you feel that task allocation is fair?				
Is there anything that you want to change?				
V. Activities:				
Do you feel like you spend enough time together?				
Do you feel like you need more alone time?				
Do you want to try something new?				
VI. Planning, schedules, and logistics:				
Are you experiencing any schedule conflicts you want to address?				
Are there financial agreements that are fair?				
Does each of you have enough time to accomplish everything you want?				

In which relationship do you have more checks? More Xs?
What can you do to improve your relationships?

Source: Carter-Scott, Cherie. (1999). *If Love is a Game, These are the Rules*. Broadway Books, a division of Random House, Inc. pp. 151-152.

A TRIBUTE TO FAMILIES



I don't know when it started,
Or how it all began.
But God created families,
As only our Lord can.
He was teaching what it means,
To love, honor, and obey.
He wanted a strong bond,
That we don't see too much today.
He wanted someone to hold us,
And show respect for others.
He wanted someone who'd be gentle,
And so he created mothers.
He wanted someone strong,
A support filled with love.
And so he created fathers,
Sent from heaven up above.
Brothers and sisters came next,
With that, an instant friend.
Someone to look up to,
Someone on who to depend.
When he put them all together,
He was amazed at what he'd done.
He had created a family,
Mother, father, daughter, son.
But look at the family,
Created by only two.
How many we've become,
And all because of you.
We have a lot to be thankful for,
The memories through the years.
The many times together,
Full of laughter, full of tears.
I don't know where we'd be today,
If it weren't for the two of you.
To show us strength, support, and love,
Like only the two of you can do.



Source: <http://www.familyfriendpoems.com/poem/tribute-to-family>

Portfolio Output No. 24: Insights on Relationships and Tribute to My Family

1. What have you learned in this unit about your personal relationships with family, friends, partner, and organizations?
2. How do you assess the present state of your relationships?
3. What do you plan to do in order to improve and strengthen your relationships?

End of Unit 3 Assessment

Unit 3: Building and Maintaining Relationships

List of Outputs for Portfolio:

Module 9

17. Reflections on Personal Relationships (Individual work)
18. Response to Mom's Letter (Individual work)
19. Poster on Basic Rights in Relationships (Individual work)

Module 10

20. Description of My Social Group (individual work)
21. Reflections on Leadership and Membership (Individual work)

Module 11

22. My Genogram (Individual work)
23. Reactions to the Emotional, Social and Spiritual Legacy Evaluation (Individual work)
24. Insights on Relationships and Tribute to My Family (Individual work)

Evaluation of Unit 3

8 Individual Outputs x 16 points maximum	=	128 points
Attendance x 16 points maximum	+	16 points

Total maximum points		144 points

Conversion to Grades – Unit 3

Points	Grade (%)
128-144	96-100
111-127	91-95
94-110	86-90
77-93	81-85
60-76	75-80
Below 60	Failure

Unit IV: Career Development

<p style="text-align: center;">MODULE 12: Persons and Careers</p>

Big Question: *How do personal/internal factors influence career choices?*

Objectives:

At the end of the module, learners will:

1. Understand the basic concepts and perspectives in career development,
2. Identify the personal factors that can influence their career choices, and
3. Assess their traits and abilities that impact career and life goals.

Week 16 Session 31

Topic 31: Career Basic Concepts

Introduction / Procedure / Reminders:

1. Introduce Unit 4 on career development.
 - a. Ask the class: *“Para kanino ka bumabangon sa umaga?”*
 - b. Explain that a popular coffee drink used this tag line in one of their banner commercials in 2001. It is a question that prompts an individual to ask about one’s life purpose – that one thing that drives them to wake up early in the morning and embark on a mission that enables them to provide for the needs of the people that they hold dear.
 - c. Some of the most important decisions we will make in our lifetime concern our career that makes it possible for us to realize our dreams and aspirations in life. One’s career is defined as ***the combination and sequence of roles played by a person during the course of a lifetime*** (Super, 1980).
2. Do the Motivation: Agree or Disagree
 - a. The objective of the game is to explore ideas about one’s future career through engaging the students in agreeing or disagreeing about common misconceptions and facts about career planning.
 - b. Before the class begins, prepare one Agree and one Disagree Cue Card/Placard, each measuring 8.5 x 13.5 inches.
 - c. Divide the room into two (2) areas then place the Agree and Disagree cue cards to mark the delineation of the room.
 - d. Tell the students that you will be reading out to them 10 statements from a list. Listen to each statement, and decide on whether they agree or disagree with the statement. Then they should rush to the side of the room that best describes their opinion/thoughts on the idea presented.
 - e. Start the game by reading out the trigger statements below.
 - f. After all the game, ask the processing questions.
3. Allow the students some time to read the article in their Reader Guide “Ten Myths about Career Planning BUSTED!” for them to be able to examine

their answers and deepen their understanding about their common misconceptions about career planning.

4. Do the Activity: Career Wheel
 - a. Before the class begins, have an illustration of the career wheel below.
 - b. Introduce the activity by saying: *“One’s career is the roadmap that you follow through your lifetime. There are a lot of things that comes into play when you are journeying through this road – the kind of education that you have and will receive, your family life and how they influence your choices, friendships, experiences that will bring you closer to your career choices, community activities and even hobbies and leisure activities you involve yourself in. What we are about to embark on would be an examination of the different ways by which these areas in your life come into play as you begin planning for your future.”*
 - c. Tell the students to copy the career wheel on a sheet of blank paper.
 - d. *“In the labeled circles, place events, situations, needs and facts about yourself that you think will affect your decisions when it comes to choosing your career in the future. You can write down words or even phrases. You may draw and connect more circles if you need to do so.”*
 - b. Give them around 15 minutes to accomplish this task. Then ask them to form dyads or even triads so that they can share what they have written on their career wheels.
 - c. After ten minutes, gather all the students together for processing.
5. Give a lecturette on Career Concepts.
6. Assign students to read the 3 Readings: What Influences Your Career Choice?, Super’s Career Development Theory, and Life Rainbow, then complete their Career Wheel and a short explanation as their Portfolio Output No. 25: Career Wheel.

Motivation: AGREE / DISAGREE

Ten Point Trigger Statements on Career Planning	
1	<i>Arts/humanities majors usually are unemployable after college.</i>
2	<i>Selecting what's 'hot' at the moment is safe.</i>
3	<i>Career assessments / counselors will not be of any use for me.</i>
4	<i>If X is happy in a particular field, I will be happy too.</i>
5	<i>If I wait long enough, luck will eventually bring me to the right career</i>
6	<i>Making a lot of money will make me happy.</i>
7	<i>Once I choose a career I'll be stuck in it forever.</i>
8	<i>If I change careers my skills will be wasted.</i>
9	<i>I will decide after the results are out.</i>
10	<i>I love this hobby, but I don't think I can make money out of it.</i>

Processing:

1. What was the easiest/difficult statement to decide on? Why?
2. What made you agree/disagree with the statements?
3. What or who influenced you in making a decision as to whether to agree or disagree on the statements read?

Reading: TEN MYTHS ABOUT CAREER PLANNING BUSTED!

From procrastinating to submitting oneself to inadequate information, Suchitra Surve, Director, Growth Centre identifies the 10 common myths about choosing a career and tells you why it will affect you in the long run.

Keep in mind that the road to career happiness is usually full of bumps, curves and tangents rather than a straight, direct path from point A to point B. While peer pressure and post-study placements could be major influences affecting your decision at 16, there are those who end up regretting their decisions even when they are 30.

So, what are the mistakes young people make while deciding their careers? Where exactly are they going wrong? What can you do to avoid getting into a situation like that? Read on to dispel some common career myths

Myth 1: Arts / humanities majors usually are unemployable after college

Fact: Skills matter in every stream

Humanities majors usually provide training in basic areas called transferable skills such as interpersonal communication, writing, research, and critical thinking. Transferable skills indicate those skills that are learned in one area can be readily utilized in a wide range of other areas. These skills that one learns are sought after by many employers. Arts majors are employed in a wide range of careers. Although humanities graduates sometimes take more time finding a "niche" in the working world, it's usually because they don't know what they can or want to do or they are not aware of the options available to them. So, do not assume that a certain stream will open up your opportunities for the future.

Myth 2: Selecting what's 'hot' at the moment is safe

Fact: What's hot today may not necessarily be 10/20 years later

Selecting a major or pursuing a career just because it's hot can be dangerous. There are two things you must understand before opting for this approach. First, what is 'hot' today may cool down, or disappear completely, in the near future. Secondly, such a choice fails to take into account the interests and abilities of the student, or the kind of environment in which they are most likely to succeed. But career satisfaction involves far more than simply being able to do a particular job -- it requires interest, commitment and passion. These are far better indicators for career choice than any fad of the moment. New career fields and jobs emerge every year as a result of changes in public policy, technology, and economic trends. Therefore, you are on much firmer ground when you select a career goal that genuinely interests you.

Myth 3: Career assessments / counselors will not be of any use for me

Fact: You must know what your aptitude is before choosing a career

Psychometric Assessments (Aptitude Test) can provide additional information that may be helpful as a part of the career planning process. Assessments would provide a clear idea as to one's aptitude, strengths and weakness and their mental capabilities, which aids in selecting a career, but with thorough brainstorming with the career counselor, who can chalk out various career options based on the match between the student profile and the career. Of course, it's up to you whether you want to pursue what the counselor advises you to, but do not skip this step.

Myth 4: If X is happy in a particular field, I will be happy too

Fact: You are not X

Everyone is different and what works for one person won't necessarily work for another, even if that other person is someone with whom you have a lot in common. If someone you know has a career that interests you try and get more details about the career in

terms of the job description, the skills required and market demand of the career. Then match the description with your traits and then make a choice. Be aware that what you like may not necessarily be a good fit for you.

Myth 5: If I wait long enough, luck will eventually bring me to the right career

Fact: Procrastination is no substitute for laziness

It is unlikely that you will just “bump into” the occupation that will perfectly match your skills and interests. The more information you gather about yourself and the occupations you are considering, the more likely it is you will make a wise career decision. It is true that some things beyond your control will influence your life, but you must take an active role to determine your own fate. Look around you – those people who are unhappy in their careers most likely just “fell into” something without careful planning. Do you want the same thing to happen to your career graph? So think wisely and plan the process.

Myth 6: Making a lot of money will make me happy

Fact: The ingredients of fulfilling career also includes passion and commitment to growth

While salary is important, it isn't the only factor you should look at when choosing a career. Countless surveys have shown that money doesn't necessarily lead to job satisfaction. For many people enjoying what they do at work is much more important.

Myth 7: Once I choose a career I'll be stuck in it forever

Fact: You are never too old to switch careers

Not true. If you are unsatisfied in your career for any reason, you can always change. Discussing your interests with knowledgeable people who could guide you towards another career could land you in a satisfying job profile. Remember just being in a job without a lack of interests would hamper your performance. So it would be better if you make a wise choice later. Many people do change careers several times over the course of their lifetimes.

Myth 8: If I change careers my skills will be wasted

Fact: Being multi-skilled allows you to learn and adapt accordingly

It is true that certain jobs require some specialized skill set. But note that mostly jobs require a common type of skills which most of the individuals possess. Your skills are yours to keep. You may not use them in the exactly same way, but they won't be wasted.

Myth 9: I will decide after the results are out

Fact: Impulsive decisions lack planning and direction

Though one can keep options, but having a sound academic background always proves beneficial while making a career. The two years of Junior college (class 11 and 12) are very essential as they form a base for a particular career. One cannot ignore the knowledge gained whilst studying. Deciding after graduation sometimes leads to impulsive decisions as, the earlier educational qualification may not be applicable to the area of work that you plan to pursue in later life. Planning in advance prepares you better to deal with the If-and-Or situations better.

Myth 10: I love this hobby, but I don't think I can make money out of it

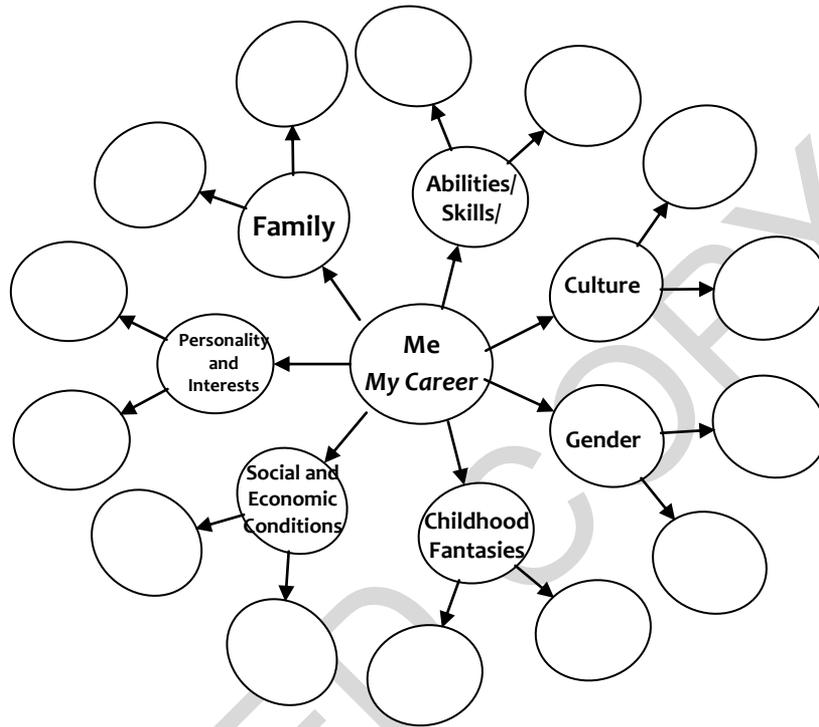
Fact: If you love what you do, you will not feel like you are working

An oft repeated line, it explains why part-time hobbies like cooking, photography and design that were once pursued during weekends are now being pursued as full time careers. And most of these hobby-turned vocations pay really well if pursued

professionally. If your hobby becomes a career, then there's nothing stopping you from being satisfied in your job and life. So, go ahead and make a wise choice!

Source: <http://www.rediff.com/getahead/slide-show/slide-show-1-career-10-myths-about-career-planning-busted/20120430.htm#1>

Activity: THE CAREER WHEEL



Source: http://earlhaig.ca/departments/coop/1Documents/gr%2010%20careers/Career%20Wheel%20Assignment/building_careers.pdf

Portfolio Output No. 25: Career Wheel

Write about your career wheel. Answer the following questions:

1. How did you go about naming events, situations, needs and facts about yourself? Were there challenges in doing this? If so, what are these challenges?
2. Looking at these many facets in your life, which among them do you think are major considerations when deciding on future career options? Why would you consider these as a source of great impact?
3. Which are the areas that will really work to your advantage in relation to the career options that you are considering? How will these impact your choices?
4. What are your realizations after this exercise?

Lecturette: CAREER CONCEPTS

A career is defined **as the combination and sequence of roles played by a person during the course of a lifetime** (Super, 1980). Your career basically dictates a lot of things in your life – it can determine the kind of lifestyle that you will be leading, the

quality of relationships that you have with people around you like your family and friends, the kind of balance you will be able to keep with your life and your responsibilities.

There are two other concepts that we often associate with the concept of career. One is a **job**. A job is a position an individual holds doing specific duties. For example, if you would look closely at the job of a lawyer, you can say that a lawyer's job is working as an associate in X Law Firm.

Another term is **occupation**. An occupation is defined as the similar work for which people have similar responsibilities and for which they develop a common set of skills and knowledge. For example, people who are in the mental health occupation would include psychologists, clinical psychologists, counselors, and psychiatrists.

A lot of things can influence one's career choice. A popular career development model, the Trait and Factor model, believes that **skills and abilities** need to fit the demands of a particular career field. This being said, it is then important that you take stock of the skills, knowledge and abilities that you currently possess and those that you still need to develop as these greatly impacts that kind of career that could be a good match for you.

Another factor that could influence your success in a particular career field would be your **personality and interests**. John Holland, a popular career counselor proposed a theory that strongly believe that certain careers require certain personality traits and must also fit our interests.

Our **life roles** are yet strong factors that influences our career choices. Your role as a child, a sister, a student, and eventually if you choose it, that of a parent would have an impact in the decisions that you would have to make as an adult. Donald Super, another career development theorist believes that since we play an array of roles in our lives, these roles are likely to change over time thus requirements, needs and other external forces would come into play when we are trying to figure out or maintain a career.

One's **race and ethnicity** could also impact our choices. The culture in which we belong to shape our values and expectations. In the Philippines, our collectivist orientation makes our **family** a strong influence in our career decisions. More often than not, the choice of course to take in college, the location of our job, how strong-willed we will be in achieving great heights in our career, would most likely be influenced by our family roles, duties and obligations.

Our social identity, specifically our **gender**, also posses challenges and opportunities for us when choosing a career. Although nowadays, the gender divide in terms of careers have slowly narrowed, it is a known fact that men and women experiences career-related stereotypes.

One of the strongest considerations in career decision making has a lot to do with social and economic conditions. Our choice of career is contingent to our capabilities to sustain the monetary demands of pursuing formal education to train for it. Also, our financial obligations and roles likewise would determine the kind of occupation we would be pursuing in order to fulfill these duties. Furthermore, certain life events can also influence our career choices. The unpredictability of these events may cause us to make certain concessions in order to meet the demands brought about by these

changes. Likewise, the volatile economic landscape and how it impacts that supply and demand for people and jobs may also impact how our careers would progress.

Lastly, we are so familiar with the question “What do you want to be when you grow up?” It is highly probable that these childhood fantasies may have influenced how you view yourself and your career.

Reading: WHAT INFLUENCES YOUR CAREER CHOICE?

By Melissa Venable

When we think about career choice, several things immediately come to mind - job description, training and education required, career outlook, and salary - but there are a number of other factors that may influence your decisions. Let's explore some of these factors as addressed by multiple career development theories. Theories can help us frame why and how things happen. In this case, career development theories help us explain why and how we choose to pursue specific career fields.

There are a lot of theories to consider in the relatively new field of career development. As you read through the factors below, you'll see that many of the related theories address some of the same issues. No one theory explains everything, so it's good to consider these factors from multiple perspectives.

Influence Factors

Skills and Abilities - Considering your skills and abilities and how they may fit a particular occupation comes out of one of the earliest career development fields, Trait-Factor theories, and is still used today. These theories recommend creating occupational profiles for specific jobs as well as identifying individual differences, matching individuals to occupations based on these differences. You can identify activities you enjoy and those in which you have a level of competency through a formal assessment.

Interest and Personality Type - Holland's Career Typology is a widely used to connect personality types and career fields. This theory establishes a classification system that matches personality characteristics and personal preferences to job characteristics. The Holland Codes are six personality/career types that help describe a wide range of occupations.

Life Roles - Being a worker is just one of your life roles, in addition to others such as, student, parent, and child. Super's Lifespan theory directly addresses the fact that we each play multiple roles in our lives and that these roles change over the course of our lives. How we think about ourselves in these roles, their requirements of them, and the external forces that affect them, may influence how we look at careers in general and how we make choices for ourselves.

Previous Experiences - Krumboltz's Social Learning and Planned Happenstance theories address factors related to our experiences with others and in previous work situations. Having positive experiences and role models working in specific careers may influence the set of careers we consider as options for ourselves. One aspect of Social Cognitive Career Theory addresses the fact that we are likely to consider continuing a particular task if we have had a positive experience doing it. In this way, we focus on areas in which we have had proven success and achieved positive self-esteem.

Culture- Racial and ethnic background, as well as the culture of an individual's regional area, local community, and extended family, may impact career

decisions. Our culture often shapes our values and expectations as they relate to many parts of our lives, including jobs and careers. Multicultural career counseling has emerged as a specialized field to take these influences into consideration when counseling clients and students. We can't attribute the predominant characteristics of a culture to any one of its individuals, but having an awareness of the values and expectations of our culture may help us understand how we make our career choices.

Gender - Both men and women have experienced career-related stereotypes. Gender is a factor included in multiple career development theories and approaches including, Social Learning and multicultural career counseling. How we view ourselves as individuals may influence both the opportunities and barriers we perceive as we make career decisions. Studies of gender and career development are ongoing as roles of men and women in the workforce, and in higher education, evolve.

Social and Economic Conditions - All of our career choices take place within the context of society and the economy. Several career theories, such as Social Cognitive Career Theory and Social Learning, address this context in addition to other factors. Events that take place in our lives may affect the choices available to us and even dictate our choices to a certain degree. Changes in the economy and resulting job market may also affect how our careers develop.

Childhood Fantasies - What do you want to be when you grow-up? You may remember this question from your childhood, and it may have helped shape how you thought about careers then, as well as later in life. Career counseling theories are expanding as programs related to career choice are developed for all ages, including the very young. Ginzberg proposed a theory that describes three life stages related to career development. The first stage, fantasy, where early ideas about careers are formed, takes place up to age 11.

Work with your career counselor!

It's important to understand that career choice is not made based on any one factor. Our choices are subject to many influences – individual, cultural, social, and environmental. The combination and interaction of various influences on your decision-making are unique to you and your situation. There may also be multiple options, several “good-fits” for you, instead of a single, right choice. Keep in mind that as you change, learning and experiencing new things, and external factors change, such as the economy, you will continue to revise and fine-tune your career choices.

There is a lot to consider, but you don't have to figure it all out on your own. Work with a career services counselor at your institution's career center. These professionals will be able to assist you with assessments and additional resources, and discuss how different theories may be applied to your career development process.

Source: Melissa Venable; <http://www.onlinecollege.org/2011/05/17/what-influences-your-career-choice/>

Reading: SUPER'S CAREER DEVELOPMENT THEORY

Donald Super influenced the idea that developing a sense of self and realize that you change over time is important when planning your career.

One of Donald Super's greatest contributions to career development has been his emphasis on the importance of the development of self-concept. According to Super,

self-concept changes over time, and develops as a result of experience. As such, career development is lifelong.

Super developed the theories and work of colleague Eli Ginzberg. Ginzberg's theory enumerated three stages in a person's career development: Fantasy (from birth to 11 years old), Tentative (from 11-17 years old), and Realistic (after age 17). Super thought that Ginzberg's work had weaknesses, which he wanted to address. Super extended Ginzberg's life and career development stages from three to five, and included different sub stages.

Super argues that occupational preferences and competencies, along with an individual's life situations, all change with time and experience. Super developed the concept of vocational maturity, which may or may not correspond to chronological age: people cycle through each of these stages when they go through career transitions.

Super's five life and career development stages

Stage	Age	Characteristics
Growth	birth-14	Development of self-concept, attitudes, needs and general world of work
Exploration	15-24	"Trying out" through classes, work hobbies. Tentative choice and skill development
Establishment	25-44	Entry-level skill building and stabilization through work experience
Maintenance	45-64	Continual adjustment process to improve position
Decline	65+	Reduced output, prepare for retirement

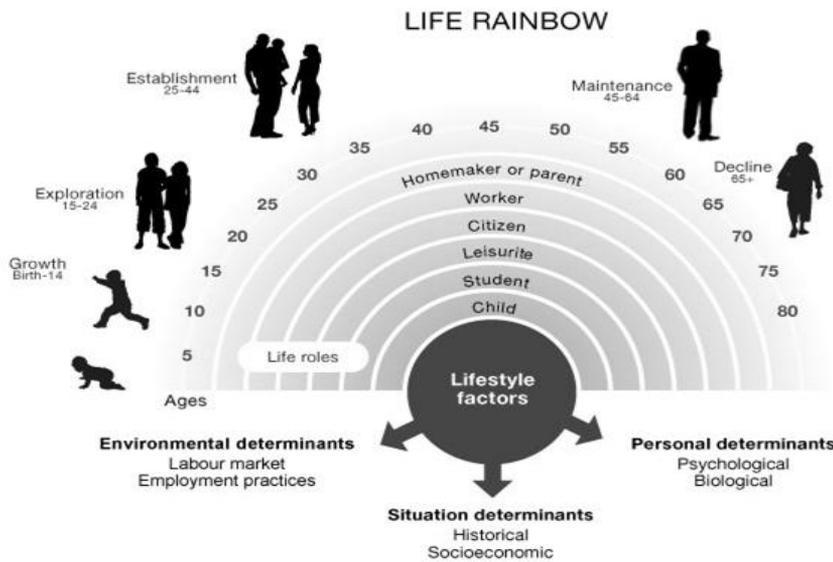
Developmental tasks at these different stages

Life stage	Adolescence 14-25	Early adulthood 25-45	Middle adulthood 45-65	Late adulthood 65+
Decline	Giving less time to hobbies	Reducing sports participation	Focusing on essentials	Reducing working hours
Maintenance	Verifying current occupational choice	Making occupational position secure	Holding one's own against competition	Keeping what one enjoys
Establishment	Getting started in a chosen field	Settling down in a suitable position	Developing new skills	Doing things one has wanted to do
Exploration	Learning more about opportunities	Finding desired opportunity	Identifying new tasks to work on	Finding a good retirement place
Growth	Developing a realistic self-concept	Learning to relate to others	Accepting one's own limitations	Developing and valuing non-occupational roles

Super states that in making a vocational choice individuals are expressing their self-concept, or understanding of self, which evolves over time. People seek career satisfaction through work roles in which they can express themselves and further implement and develop their self-concept.

Source: <http://www.careers.govt.nz/practitioners/career-practice/career-theory-models/supers-theory/>

Reading: SUPER'S LIFE RAINBOW



Week 16 Session 32 and Week 17 Session 33

Topic: Career Assessment 1 & 2

Introduction / Procedure / Reminders:

1. This is a twin session, since the students will be taking several survey instruments to gauge their aptitudes, personality, interests, and work values, in order to make more informed career decisions.
2. Motivate them to take these seriously, since the results can help them understand themselves and how these impact their behavior in the world of work. Say: One of the most important facets of career planning would be exploring one's strengths, potentials and temperaments. One of the most popular career development theories espouses the need for a fit between one's career choice and that of his/her skills and potentials. Today we will be exploring these facets through the use of several measures that will examine your skills, abilities, interests and traits that will prove to be essential information about the self that will be very helpful in planning your career.
3. The Reader Guide has copies of the assessment materials. The students may write their answers to the various exercises in their journal.
4. Walk them through each assessment tool. It is best that you give them time allotments of 15-20 minutes for each of the self-reports to be able to control the time.
5. Ask the students to consolidate their scores. Make them write down the top three skills, strong personality traits, lowest propensities, interests and values.
6. Form groups with four members each and ask them to discuss the summarized scores within the group. Allow them 15 minutes to do the sharing. Have plenary processing.
7. Refer the students to the 2 additional readings: Career Interest Areas and How to Choose a Major and a Job Path Using Career Clusters.
8. Assign the Portfolio Output No. 26: Assessment Profile.

Activity 1: SKILLS ASSESSMENT WORKSHEET

Transferrable Skills generally are not associated with a particular job or task. Transferable skills are usually broader and related to leadership, communication, critical thinking, analysis, and organization. These are skills that can be transferred and utilized in a variety of different kinds of jobs and career paths.

Copy the list of skills below and mark each column as described. **You can have the same skill marked more than once in each column.**

1. What skills have you already acquired and feel competent doing? In the first column, mark each skill in which you feel competent.
2. What skills do you enjoy, even if you are not proficient at them? In the second column, mark those skills that you really enjoy.
3. What skills would you like to learn, acquire or develop further?

Skill	1. Feel Competent	2. Enjoy / Favorites	3. Would Like to Develop
Communication Skills			
Write, edit, translate, interpret or critique words			
Speak in public, debate, advocate, present or demonstrate an idea			
Facilitate a meeting			
Reading and following directions			
Comparing or cross-checking two lists			
Filling out forms			
Writing reports, letters and memos correctly			
Reading and understanding policies and memos			
Comfortably speaking to others you do not know			
Taking notes while someone speaks			
Finding information			
Using a map			
Explaining things to other people			
Know when to ask for help or more explanation			
Counsel or advise others			
Listening to others			
Other(s):			
Technical Skills	1. Feel Competent	2. Enjoy / Favorites	3. Would Like to Develop
Be athletic or use physical coordination			
Build or construct things or structures			
Do skilled crafts or use hand coordination with tools			
Operate vehicles, machines or electronic equipment			
Repair or set up machines or equipment			
Installing things			
Work with earth and nature			
Gardening, landscaping and farming			
Other(s):			
Management and Self-Management Skills			
Administer, set goals and priorities, plan or make decisions			
Initiate, assess needs, anticipate or create change			
Manage people, delegate tasks, direct, oversee or motivate			
Sell, negotiate, convince, promote or persuade			
Being a patient with others			
Keeping a cheerful attitude			
Getting interested/excited about the task at hand			

Skill	1. Feel Competent	2. Enjoy / Favorites	3. Would Like to Develop
Management and Self-Management Skills			
Offering to help when it's needed			
Knowing how to take directions			
Motivating myself to do what needs to get done			
Helping motivate others to get the job done			
Prioritizing tasks so that the larger goal is met on time			
Following the rules			
Presenting a neat and professional image			
Checking your own work			
Using courtesy when dealing with others			
Seeking help when needed			
Being eager to learn			
Speaking up for yourself			
Solving problems in a cooperative way			
Other(s):			
Number Skills			
Compute, calculate, compare or record numbers			
Forecast, appraise or estimate numerical information			
Doing arithmetic correctly			
Using percentages and decimals			
Estimating costs and/or time needed to complete a job			
Using a database program on a computer			
Using a spreadsheet on a computer			
Creating and managing a budget			
Other(s):			
Creative/Artistic Skills			
Perceive intuitively, sense, show insight or have foresight			
Use artistic ability, photograph, decorate, paint or sculpt			
Use creativity, visualize, imagine, brainstorm or design			
Use musical ability, sing, compose or play instruments			
Presenting artistic ideas			
Visualizing shapes			
Designing			
Drawing, illustrating, sketching			
Other(s):			
People and Social Skills			
Care, treat, heal, nurse or rehabilitate others			
Counsel, empower, coach, guide or listen to individuals			
Host, comfort, please, make welcome or serve customers			
Plan social, recreational or other group events			
Problem-solve, mediate or network with people			
Teach, train, instruct, inform or explain to groups			
Caring for children responsibly			
Caring for the sick and elderly			
Calming people down			
Helping people complete a task			
Knowing how to get along with different people/personalities			
Other(s):			

Skill	1. Feel Competent	2. Enjoy / Favorites	3. Would Like to Develop
Critical Thinking and Investigative Skills			
Analyze, use logic, problem solve, examine			
Conceptualize, adapt, develop, hypothesize or discover			
Evaluate, assess, test, appraise, diagnose			
Observe, reflect, study or notice			
Research, investigate, read or interview			
Synthesize, integrate, unify or conceptualize ideas			
Other(s):			
Business Skills			
Working with computers			
Using a business telephone			
Working with budgets			
Account, budget, program or systematize financial data			
Attend to detail, copy, inspect or transcribe			
Setting up and closing out a cash register			
Managing money and bills			
Organizing, filing, updating, categorizing or arranging information			
Writing business documents			
Coordinating events			
Fund-raising			
Other(s):			

1. From the list above, referring to column 2, list your top five favorite skills that you would most enjoy utilizing in your work (even if you are not proficient at them yet). **Include the main skill category.**
2. Which of the favorite skills listed above do you consider strengths or things that you are very good at (both column 1 and 2 would probably be marked). **Include the main skill category.**
3. Which (top five) skills would you like to develop, improve and/or learn (refer to skills marked in column 3)? **Include the main skill category.**

Source: <http://ccv.edu/documents/2013/11/skills-inventory-worksheet.pdf>

Activity 2: THE BIG FIVE PERSONALITY TEST

This is a personality test, it will help you understand why you act the way that you do and how your personality is structured. In the table below, mark how much you agree with the statement on the scale 1-5, where 1=disagree, 2=slightly disagree, 3=neutral, 4=slightly agree and 5=agree, in the box to the left of it.

Rating	I....	Rating	I....
	1. Am the life of the party.		26. Have little to say.
	2. Feel little concern for others.		27. Have a soft heart.
	3. Am always prepared.		28. Often forget to put things back in their proper place.
	4. Get stressed out easily.		29. Get upset easily.
	5. Have a rich vocabulary.		30. Do not have a good imagination.
	6. Don't talk a lot.		31. Talk to a lot of different people at parties.
	7. Am interested in people.		32. Am not really interested in others.
	8. Leave my belongings around.		33. Like order.
	9. Am relaxed most of the time.		34. Change my mood a lot.
	10. Have difficulty understanding abstract		35. Am quick to understand things.

Rating	I....	Rating	I....
	ideas.		
	11. Feel comfortable around people.		36. Don't like to draw attention to myself.
	12. Insult people.		37. Take time out for others.
	13. Pay attention to details.		38. Shirk my duties.
	14. Worry about things.		39. Have frequent mood swings.
	15. Have a vivid imagination.		40. Use difficult words.
	16. Keep in the background.		41. Don't mind being the center of attention.
	17. Sympathize with others' feelings.		42. Feel others' emotions.
	18. Make a mess of things.		43. Follow a schedule.
	19. Seldom feel blue.		44. Get irritated easily.
	20. Am not interested in abstract ideas.		45. Spend time reflecting on things.
	21. Start conversation.		46. Am quiet around strangers.
	22. Am not interested in other people's problems.		47. Make people feel at ease.
	23. Get chores done right away.		48. Am exacting in my work.
	24. Am easily disturbed.		49. Often feel blue.
	25. Have excellent ideas.		50. Am full of ideas.

Scoring:

$$E = 20 + (1) \quad - (6) \quad + (11) \quad - (16) \quad + (21) \quad - (26) \quad + (31) \quad - (36) \quad + (41) \quad - (46) = \quad$$

$$A = 14 - (2) \quad + (7) \quad - (12) \quad + (17) \quad - (22) \quad + (27) \quad - (32) \quad + (37) \quad + (42) \quad + (47) = \quad$$

$$C = 14 + (3) \quad - (8) \quad + (13) \quad - (18) \quad + (23) \quad - (28) \quad + (33) \quad - (38) \quad + (43) \quad + (48) = \quad$$

$$N = 38 - (4) \quad + (9) \quad - (14) \quad + (19) \quad - (24) \quad - (29) \quad - (34) \quad - (39) \quad - (44) \quad - (49) = \quad$$

$$O = 8 + (5) \quad - (10) \quad + (15) \quad - (20) \quad + (25) \quad - (30) \quad + (35) \quad + (40) \quad + (45) \quad + (50) = \quad$$

The scores you calculate should be between zero and forty. Below is a description of each trait.

- **Extroversion (E)** is the personality trait of seeking fulfillment from sources outside the self or in community. High scorers tend to be very social while low scorers prefer to work on their projects alone.
- **Agreeableness (A)** reflects much individuals adjust their behavior to suit others. High scorers are typically polite and like people. Low scorers tend to 'tell it like it is'.
- **Conscientiousness (C)** is the personality trait of being honest and hardworking. High scorers tend to follow rules and prefer clean homes. Low scorers may be messy and cheat others.
- **Neuroticism (N)** is the personality trait of being emotional.
- **Openness to Experience (O)** is the personality trait of seeking new experience and intellectual pursuits. High scores may day dream a lot. Low scorers may be very down to earth.

Source: <http://personality-testing.info/printable/big-five-personality-test.pdf>

Activity 3a: CAREER INTERESTS

This activity helps you match your interests with types of careers. For each of the 86 items below, choose the letter of the activity you would rather do and write them down on a piece of paper. It doesn't matter if you like both of them a lot or dislike both of them a lot; just pick the one you would rather do, and circle that letter.

1	A. Operate a printing press B. Study the causes of earthquakes	15	A. Choreograph a dance K. Lobby for a cause	29	B. Figure out why someone is sick R. Fly an airplane
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2	C. Plant and harvest crops R. Replace car window and fender	16	H. Sell clothes E. Work with hands	30	C. Learn how things grow and stay alive H. Sell cars
3	E. Measure and grade logs F. Run a machine	17	I. Work at an amusement park N. Broker Insurance	31	I. Work as a restaurant host or hostess D. Fight fires
4	G. Work in an office H. Answer customer questions	18	I. Learn about ethnic groups P. Manage information	32	G. Keep payroll records for a company J. Work in a nursing home
5	D. Write reports J. Help someone just out of prison find a job	19	N. Appraise the value of a house M. File books at the library	33	G. Hire new staff O. Operate ventilators – help breathe
6	L. Design a freeway (bridges) M. Plan educational lessons	20	E. Make three-dimensional items D. Analyze handwriting	34	R. Drive a taxi A. Be a news broadcaster
7	N. Balance a checkbook O. Take an x-ray	21	B. Design sprinkler systems for new building F. Run a factory sewing machine	35	K. Work for the IRS B. Sort and date dinosaur bones
8	P. Write a computer program Q. Train animals	22	G. Develop personnel policies Q. Train racehorses	36	O. Give shots C. Design landscaping
9	C. Be in charge of replanting forests A. Act in television and movies	23	D. Work as a security guard H. Work in a department store	37	P. Provide technical support for computer users D. Work in a courtroom
10	D. Solve a burglary F. Check products to make sure they were made right	24	A. Write for a newspaper G. Use a calculator	38	Q. Care for injured animals I. Serve meals to customer
11	E. Build an airport G. Keep business records for a company	25	O. Help people at a mental health clinic L. Remodel old houses	39	L. Build kitchen N. Refinance a mortgage
12	F. Put small tools together P. Design a website	26	M. Care for young children D. Locate a missing person	40	A. Sing in a concert R. Direct the take-off and landing of planes
13	M. Tutor students Q. Work at a zoo	27	N. Plan estate disbursement P. Enter data	41	G. Operate a cash register B. Collect rocks
14	J. Take care of children O. Plan special diets	28	A. Design a book cover E. Assemble toys following written instruction	42	G. Start own business L. Draft a blueprint
Assessing Interests					
43	M. Assess student progress L. Design an airplane	58	M. Grade papers R. Be a railroad engineer	73	M. Teach Special Education P. Set up a tracking system
44	O. Wrap a sprained ankle I. Guide a tour group out of the country	59	L. Order building supplies E. Paint motors	74	G. Manage a store H. Advertise goods
45	P. Work on solving technical problems J. Be a minister	60	P. Develop new computer games H. Buy merchandise for a store	75	R. Distribute supplies to dentists I. Compete in a sports event

46	Q. Manage a veterinary clinic K. Lead others	61	K. Work to get someone elected C. Identify plants in a forest	76	I. Check guests into a hotel M. Teach reading to adults
47	E. Operate heavy equipment Q. Manage a fish hatchery	62	D. Guard inmates in a prison L. Read blueprints	77	L. Follow step-by-step instructions N. Work at a collection agency
48	F. Assemble cars K. Protect our borders	63	H. Line up concerts for a band K. Ask people questions	78	O. Deliver babies H. Persuade people to buy
49	A. Play an instrument J. Plan activities for adult day care	64	E. Manage a factor O. Work as a nurse in a hospital	79	R. Inspect cargo containers F. Work in a cannery
50	C. Research soybean use in paint J. Provide consumer information	65	A. Paint a portrait K. Testify before Congress	80	I. Coach a school sports team P. Set up a website
51	D. Guard money in an armored car B. Study why people do the things they do	66	B. Work with a microscope I. Make tee times at a golf course	81	Q. Hunt K. Enlist in branch of the service
52	E. Fix a television set M. Be an instructor at a school	67	C. Classify plants O. Transcribe medical records	82	H. Sell sporting goods J. Cut and style hair
53	F. Fix controls on a control panel J. Help a friend with a personal problem	68	F. Install rivets Q. Raise worms	83	B. Conduct experiments to find new metals N. Be a bank teller
54	C. Oversee a logging crew B. Study weather conditions	69	N. Balance accounts M. Develop learning games	84	G. Work with computer N. Loan money
55	R. Pack boxes at a warehouse A. Teach dancing	70	J. Read to sick people P. Repair computers	85	L. Hang wallpaper D. Make an arrest
56	O. Sterilize surgical instruments B. Study soil conditions	71	F. Compare sizes and shapes Q. Fish	86	H. Stock shelves I. Serve drinks at a concession stand
57	N. Play the stock market C. Protect the environment	72	R. Repair bicycles K. Deliver mail	87	

Activity 3b: CAREER EVALUATION

Step 1: Go back through Exercise 1 and look at the letters you circled. Count the number of times you circled the letter “A” for your response. Write that number next to the “A” in the table below.

Next count the number of times you circled the letter “B” for your response. Write that number next to the “B” in the table. Continue counting and recording your responses until you have completed the table.

A		J	
B		K	
C		L	
D		M	
E		N	
F		O	
G		P	
H		Q	
I		R	

Step 2: Now write down the two letters with the most responses. These are your top areas of career interest. (If you have a tie, list three.)

Step 3: Read the description of your top area of career interest below. Record your interest and the Career Cluster it is listed under.

Activity 4: CAREER INTEREST AREAS

Listed below are 16 Career Clusters and the areas of career interest related to each.

<p>Agriculture, Food & Natural Resources C. Plants: Interest in activities involving plants usually in an outdoor setting. Q. Animals: Interest in activities involving the training, raising, feeding, and caring for animals.</p>	<p>Hospitality & Tourism I. Interest in providing services to others in travel planning, hospitality services in hotels, restaurants, and recreation services</p>
<p>Architecture & Construction L. Designing and Building: Interest in designing, planning, managing, building, and maintaining physical structures.</p>	<p>Human Services J. Interest in helping others with their mental, spiritual, social, physical, or career needs.</p>
<p>Arts, Audio-Video Technology & Communications A. Artistic: Interest in creative or performing arts, communication or A/V technology</p>	<p>Information Technology P. Interest in the design, development, support and management of hardware, software, multimedia, systems integration services, and technical support</p>
<p>Business, Management & Administration G. Business Detail: Interest in organizing, directing and evaluating business functions</p>	<p>Law, Public Safety & Security D. Interest in judicial, legal and protective services for people and property.</p>
<p>Education & Training M. Teaching: Interest in planning, managing, and providing education and training services, including support services, library and information services.</p>	<p>Manufacturing E. Mechanical: Interest in applying mechanical principles to practical situations using machines, hand tools, or techniques. F. Industrial: Interest in repetitive, organized activities in a factory/industrial setting.</p>
<p>Finance N. Banking, Investments, and Insurance: Interest in financial and investment planning & management and providing banking and insurance services.</p>	<p>Marketing, Sales & Service H. Interest in bringing others to a point of view through personal persuasion, using sales/promotional techniques.</p>
<p>Government & Public Administration K. Administration: Interest in performing government functions at the local, state or federal levels</p>	<p>Science, Technology, Engineering & Mathematics B. Interest in discovering, collecting, and analyzing information and applying findings to problems in science, math and engineering</p>
<p>Health Science O. Care and Prevention: Interest in the providing help to others by providing diagnostic, therapeutic, informational and environmental services, including researching and developing new health care services.</p>	<p>Transportation, Distribution & Logistics R. Interest in the movement of people, materials, and goods by road, pipeline, air, railroad and water.</p>

Source: <http://www.ncpn.info/2013handouts/Presentation-Career-Exploration.pdf>, pp. 1-4, adapted from Washington State's "Where are you going? Career Guide" funded through the 1998 Carl D. Perkins Vocational Act

Activity 5: WORK VALUES INVENTORY

Values are an important part in the career decision-making process. It is important to select career options, which best fit your values. The list below will help you to identify those values that you think will be important to you in your work. Your work values may change as work situations change. It is important to evaluate your work values often.

Read each value in the table below and decide if it is always important to you, sort of important or not important to you. Place an “X” in the appropriate box. The definition is there to help you think about the value. If your definition is different, use your own definition when rating the value.

1. My <u>core values</u> that are important to me in my life are:	Always Important	Sort Of Important	Not Important
Achievement: Being able to meet your goals.			
Balance: Time for family, work and play.			
Independence: Control of your own destiny.			
Influence: Able to have an impact on others.			
Integrity: Stand up for your beliefs.			
Honesty: Telling the truth and knowing that others are telling the truth.			
Power: Control over others.			
Respect: Care and trust of self and others.			
Spirituality: Believing in your core beliefs.			
Status: Having influence and power over others			
2. I value <u>work environments</u> that are:			
Fast Paced: Work that has many things happening at one time.			
Flexible: Work that is not set to a specific time schedule.			
High Earnings: Work that has the potential to make a lot of money.			
Learning: Work that is intellectually challenging to you.			
Location: Work that is in a convenient place and an easy commute.			
Predictable: Work where you know what is going to happen day after day.			
Quiet: Work where there are few disruptions throughout the day.			
Relaxed: Work where there are few pressures to get things done.			
Structured: Work where it is organized and has a specific set time.			
Time Freedom: Work where you set your own schedule and plan how and when you do your work.			
3. I value <u>work interactions</u> with co-workers who support:			
Competition: Work where you compete with others.			
Diversity: Work where there are people with			

different ethnic backgrounds.			
Friendships: Work where you socialize with your co-workers.			
Leadership: Work where there are good leaders managing the organization.			
Management: Work where there is strong management.			
Open Communication: Work where information is not held back from employees.			
Recognition: Work where you are acknowledged for your work and contribution.			
Support: Work where you help and support each other.			
Teamwork: Work where working together is important.			
Trust: Work where you can count on each other.			
4. I value <u>work activities</u> that are:			
Analytical: Work that requires interpretation of data and information.			
Challenging: Work that is mentally or physically challenging.			
Creative: Work that uses imagination and creative talents to produce results.			
Helping: Work that is helping people.			
Leading Edge: Work on new and innovative products or projects.			
Physical: Work that has a lot of physical activity.			
Public Contact: Work that has daily interaction with public.			
Research: Work that searches for new information.			
Risk Taking: Work that may be dangerous or risky.			
Variety: Work where many different tasks are done during the day.			

YOUR WORK VALUES PROFILE

Review that “Always Important” values and choose your top five values. Write the values on the lines below with the most important value first. Check the line which indicates the section the value is from.

My Top 5 Always Important Values:	1	2	3	4
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____

Source: <http://ccv.edu/documents/2013/11/skills-inventory-worksheet.pdf>

Reading: HOW TO CHOOSE A MAJOR AND A JOB PATH USING CAREER CLUSTERS

Careers that require similar skills and appeal to people with similar interests have been grouped into clusters.

Interested In...	then Study This...	to Become A(n)...
Architecture & Construction <i>Careers in designing, planning, managing, building and maintaining the built environment.</i>	Computer-Aided Drafting & Design	Product Drafter Architectural Drafter CAD Technician
	Construction Management	Estimator Site Superintendent Project Coordinator
	Facility Service Technology	Maintenance Technician Building Technician
	Geographic Information System	GIS Technician Mapmaker Surveying Technician
	Heating, Ventilation and Air Conditioning	HVAC Installer HVAC Mechanic
	Industrial Technology	Industrial Maintenance Mechanic
	Renewable Energy Technologies	Photovoltaic/Solar Thermal Installer Geothermal Technician
Arts, A/V Technology & Communications <i>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</i>	Graphic Design	Graphic Designer Web Designer Animator/Illustrator Desktop Publishing Specialist
	Mass Communication	Camera Operator Radio/TV Host Producer Director Audio/Video Editor
	Music – Audio Production	Audio Editor
	Photography	Photographer Photographic Lab Technician
	Studio Art	Illustrator/Cartoonist
	World Wide Web	Web Designer/Developer
Business Management & Administration <i>Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.</i>	Accounting	Payroll Clerk General Accounting Clerk
	Administrative Office Systems	Administrative Assistant Legal or Medical Secretary Office Manager
	Computer Information Systems	Computer Support Specialist
	Entrepreneurship Management	Small Business Manager/Owner Manager/Supervisor Human Resources Staff
	Education & Training <i>Planning, managing and providing education and training services, and related</i>	Early Childhood Education
Health Care Interpreting		Health Care Interpreter
Interpreter Training		Sign Language Interpreter

Interested In...	then Study This...	to Become A(n)...
<i>learning support services such as administration, teaching/training, administrative support, and professional support services.</i>		Interpreter for the Deaf
	Legal Interpreting	Legal Interpreter
	Library Technical Assistant	Library Aide Library Clerk
	Paraprofessional Educator	Classroom Teacher Assistant Special Education Teacher Assistant Bilingual Teacher Assistant
Finance <i>Planning and related services for financial and investment planning, banking, insurance, and business financial management.</i>	Accounting	Bookkeeper Payroll Associate Loan Officer
Government & Public Administration <i>Planning and executing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</i>	Accounting	Tax Preparer Auditor
	Real Estate	Real Estate Broker
Health Science <i>Planning, managing and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</i>	Emergency Medical Technician	EMT-Basic EMT-Paramedic
	Exercise Science	Physical Therapy Assistant
	Health Information Technology	Medical Record Coder Medical Secretary Health Records Professional
	Medical Assistant	Medical Assistant
	Nurse Assistant	Certified Nurse Assistant (CNA)
	Registered Nursing	Register Nurse (RN)
	Patient Care Technician	Patient Care Technician(PCT)
	Phlebotomy Technician	Phlebotomy Technician
	Surgical Technology	Certified Surgical Technologist (CST)
Human Services <i>Preparing individuals for career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.</i>	Early Childhood Education	Preschool or Child Care Teacher Family Child Care Provider Early Childhood Administrator
	Health Care Interpreting	Health Care Interpreter
	Human Services	Mental Health Worker Residential Counselor Social Service Aide Certified Addictions Counselor
	Therapeutic Massage	Massage Therapist
Information Technology <i>Building linkages in IT occupations for entry level, technical, and professional careers related to the design,</i>	Computer Information Systems	Network Administrator Computer Programmer/Analyst Computer Game Designer
	Graphic Design	Desktop Publishing Specialist Web Designer

Interested In...	then Study This...	to Become A(n)...
<i>development, support and management of hardware, software, multimedia and systems integration services.</i>	World Wide Web	Web Designer Web Developer
Law, Public Safety, Corrections <i>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</i>	Criminal Justice	Police Officer Parole Officer Security Officer
	Emergency Medical Technician	EMT-Basic EMT-Paramedic
	Fire Science	Firefighter Fire Inspector
	Human Services	Group Home Worker Residential Counselor
Manufacturing <i>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.</i>	Computer-Aided Design and Drafting	Mechanical Drafter Product Drafter Model Maker
	Electronics Technology	Electronics Technician Electronics Inspector
	Industrial Technology	Research and Development Technician Industrial Maintenance Mechanic Entry-Level Manufacturing Worker
	Renewable Energy Technologies	Photovoltaic/Solar Thermal/Small Wind System Estimator
	Welding Technology	Production Welder
Marketing <i>Planning, managing and performing marketing activities to reach organizational objectives such as brand management, professional sales, merchandising, marketing communications and market research.</i>	Management	Marketing Manager
	Marketing	Salesperson Customer Service Representative Marketing Representative
	Real Estate	Real Estate Broker Real Estate Managing Broker
Science, Technology, Engineering & Mathematics <i>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.</i>	Geographic Information Systems	GIS Technician Mapmaker Surveying Technician
	Laboratory Technology	Chemical Lab Assistant/Technician Biology Lab Assistant/Technician Quality Control Technician Process Control Technician
Transportation, Distribution & Logistics <i>The planning, management,</i>	Accounting	Tax Preparer Auditor
	Real Estate	Real Estate Broker

Interested In...	then Study This...	to Become A(n)...
<i>and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as infrastructure planning, logistics, mobile equipment and facilities.</i>		

Source: <http://www.ncpn.info/2013handouts/Presentation-Career-Exploration.pdf> adapted from *The Career Clusters – Pathways to College and Career Readiness* by the National Career Technical Education Foundation, as managed by NASDCTEc.

Portfolio Output No. 26: Assessment Profile

Summarize what you have learned about yourself in relation to your career choices. Answer the following process questions:

1. What were your thoughts while you were accomplishing the assessment tools? Were there challenges/difficulties? If so, what were these challenges? Did you find some of the tools/questions easy to answer? Why was this so?
2. Hearing your classmates share their scores, what were the points where you were alike? How did this make you feel about your own profile? Were there interesting differences? How did this make you feel? What did you realize while hearing your classmates share their scores?
3. What areas do you think you need improvement on? How do you think you will go about improving them? Give concrete examples.
4. What realizations do you have after seeing the whole picture based on the different areas where you were assessed? How do you think this information will be relevant to your career decision?

<p style="text-align: center;">MODULE 13: Career Pathways</p>

Big Question: *How do external factors influence career choices?*

Objectives:

At the end of the module, learners will be able to:

1. discuss the external factors influencing career choices that may help them in career decision making,
2. identify pros and cons of various career options with the guidance of parent, teacher, or counselor, and
3. prepare a career plan based on their personal goal and external factors influencing career choices.

Week 17 Session 34

Topic 34: Career Pathways

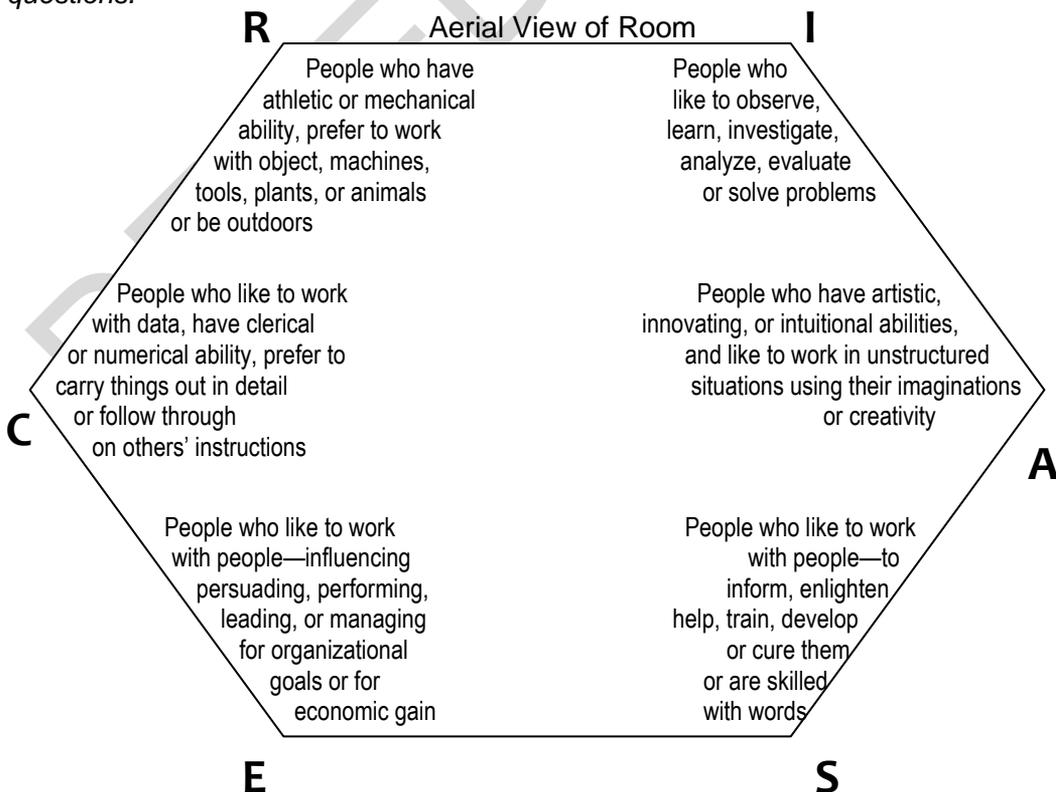
Introduction / Procedure / Reminders:

1. Introduce Module 13 by stating that one of the most important aspects in choosing a career is knowing what kind of working environment and people we want to work in and with.
2. The Party Activity aims to explore how different settings/environments would fit your personality, traits and interests in terms of pursuing a career in the future.
 - b. Give the class instructions found in the Reader. Say: *This is an aerial view (from the floor above) of a room in which a party is taking place. At this party, people with the same or similar interests have (for some reason) all gathered in the same corners of the room.*
 - c. Ask the students to write their answers to the 3 questions in their journal notebook:
 - i. Which corner of the room would you instinctively be drawn to as the group of people you would most enjoy being with for the longest time? (Leave aside any shyness, or whether you would have to talk with them.)
 - ii. After fifteen minutes, everyone in the corner you have chosen leaves for another party across town except you. Of the groups that still remain now, which corner or group would you be drawn to the most?
 - iii. After fifteen minutes, this group too leaves for another party, except you. Of the corners and groups which remain now, which one would you most enjoy being with?
 - d. To interpret their answers, explain that each of the groups of people in "The Party" represents one of the six personality/interest themes. The students should now examine the traits they have ranked one, two, and three, and how they define the skills that they most enjoy using.
 - e. Form groups and ask each student in the group to share their answers. Give them at least 5 to 8 minutes to share within the group.

- f. Gather students in the plenary session and process their sharing using the following process questions:
 - i. Considering your answers in letter A, what drew you to this side of the room? What is it about the people in this group that made you decide that they are the group you would like to mingle with?
 - ii. Why did you consider the group in letter B as your next best choice? What made you not choose them first yet would choose them next once the first group leaves?
 - iii. Why did you consider the group in letter C as you next choice? Why was your choice in letter D the least of your choices among the group of people in the party? What is it about them that made you choose them last?
 - iv. Looking back at your scores in the interest and personality assessment, how would you relate this to your choices?
 - v. What were your realizations after the said activity?
- g. Refer to the Reading: Work/Occupational Environments and Interests for your processing.
- h. Ask students to read also Choose Your Career First – Not Your College.
- i. Explain the requirements for Portfolio Output No. 27: Personal Reflection Paper on The Party Exercise.

Activity: THE QUICK JOB-HUNTING MAP: THE PARTY

Below is an aerial view (from the floor above) of a room in which a party is taking place. At this party, people with the same or similar interests have (for some reason) all gathered in the same corners of the room. After looking over the room, answer the three questions.



1. Which corner of the room would you instinctively be drawn to as the group of people you would most enjoy being with for the longest time? (Leave aside any shyness, or whether you would have to talk with them.)
2. After fifteen minutes, everyone in the corner you have chosen leaves for another party across town except you. Of the groups that still remain now, which corner or group would you be drawn to the most?
3. After fifteen minutes, this group too leaves for another party, except you. Of the corners and groups which remain now, which one would you most enjoy being with?

Source: Richard N. Bolles and the National Career Development Project.

Portfolio Output No. 27: Personal Reflection Paper on The Party Exercise

Write about the groups of people you chose to join in The Party Exercise.

1. Considering your answers in letter A, what drew you to this side of the room? What is it about the people in this group that made you decide that they are the group you would like to mingle with?
2. Why did you consider the group in letter B as your next best choice? What made you not choose them first yet would choose them next once the first group leaves?
3. Why did you consider the group in letter C as you next choice? Why was your choice in letter D the least of your choices among the group of people in the party? What is it about them that made you choose them last?
4. Looking back at your scores in the interest and personality assessment, how would you relate this to your choices?
5. What were your realizations after the said activity?

Reading: WORK/OCCUPATIONAL ENVIRONMENTS AND INTERESTS

Psychologist John Holland classified jobs/careers/work environments into six: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. There are no pure classifications, though. A person's job function may combine ESA (Enterprising, Social and Artistic) or ISC (Investigative, Social and Conventional) or any two or three other possible combinations.

Holland also classifies personalities or interests into the same six types: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. Again, there are no pure interest types. A person may also be ESA (Enterprising-Social-Artistic) or ISC (Investigative-Social-Conventional) or any two or three possible combinations.

Interests
Types
Realistic
Investigative
Artistic
Social
Enterprising
Conventional

Work / Occupational
Environments
Realistic
Investigative
Artistic
Social
Enterprising
Conventional

If our interest patterns are ESA (i.e., Enterprising, Social and Artistic) we will be attracted to a job/career in which the work activities are ESA.

Look at the letters listed with each party group and their corresponding descriptions below. Think about how much you would or would not enjoy working in the types of situations discussed and how the characteristics mentioned relate to your own personality and interests.

As a further note, these themes can be combined to produce several hundred job personality types, each of which has something different to say about the match between an individual and an occupation. For example, a person who is primarily “realistic” (R) might also be “artistic” (A) and “enterprising” (E) and would probably find a job doing public relations layouts for the Department of Environment and Natural Resources satisfying. Consider your examination of these areas, here, as a good first step in further career and self-understanding.

R = Realistic. People high on the realistic theme tend to enjoy creating things with their hands and working with tools and objects rather than working with people and ideas. Realistic people tend to be rugged and practical, enjoying work outdoors.

Example of occupations that are primarily realistic in nature are: forester, industrial arts teacher, radio operator, auto engineer, mechanical engineer, mining engineer, vocational agriculture teacher, civil engineer, industrial engineering technician, aircraft mechanic, mechanical engineer technician, fish and game warden, surveyor, dental technician, architectural draftsman, electrician, jeweler, powerhouse repairman, tool and die maker, machinist, mechanic, stone cutter, locksmith, nuclear reactor technician, tree surgeon, piano tuner, typesetter, air conditioning engineer, ship pilot, instrument mechanic, motion picture projectionist, carpenter, tailor, machine repairer.

I = Investigative. Occupations high in investigative characteristics tend to focus on scientific activities. People high on this theme would often rather work alone than with other people and are usually seen as idea-oriented and creative in scientific areas such as research. They are analytical, abstract, intellectual and task-oriented.

Some specific investigative jobs are: economist, internist, physician, anthropologist, astronomer, pathologist, physicist, chemist, production planner, medical lab assistant, tv repairer, biologist, osteopath, chiropractor, math teacher, natural science teacher, optometrist, psychiatrist, psychologist, medical technologist, bacteriologist, physiologist, research analyst, computer analyst, programmer, pharmacist, actuary, quality control technician, computer operator, geologist, mathematician/statistician, surgeon, meteorologist, agronomist, animal scientist, botanist, zoologist, horticulturist, natural scientist, oceanographer, biochemist, veterinarian, geographer, x-ray technician, administrator, dentist, tool designer, chemical lab technician, engineers such as aircraft, chemical, electrical, metallurgical, radio/tv technician, engineering aide, weather observer.

A = Artistic. People who score high on the artistic theme are artistically inclined, and usually describe themselves as independent, imaginative, creative, and unconventional. They enjoy situations that allow them freedom to be original, prefer to work in an unstructured environment, and are usually dissatisfied if they are forced to follow many rules and procedures. They enjoy activities related to language, art, music, drama, writing, etc.

Some primarily artistic jobs include drama coach, language teacher, journalist-reporter, drama teacher, foreign language interpreter, philosopher, art teacher, literature teacher, music teacher, musician, orchestra conductor, advertising manager, entertainer, public relations person, fashion model, writer, editor, radio program writer, dramatist, actor/actress, designer, interior decorator, critic, fashion illustrator, furniture designer, jewelry designer, furrier, garment designer, decorator, architect, artist, photographer, photograph retouched, photo lithographer (printer), music arranger, composer.

S = Social. People high on the social theme are usually seen by others as sociable, popular, and responsible. They prefer social interaction and social presence. They are often interested in the problems and concerns of others, and like activities that allow them to teach, inform, train, develop, cure and help others.

Jobs that involve these personality aspects include education, teaching, social welfare, human development, counseling, health professions (medicine, nursing, etc.), social service, compensation advising, etc. In addition, dorm director, interviewer, employment representative, funeral director, chamber of commerce executive, employee benefits approver, food service manager, claim adjuster, production expeditor, health and welfare coordinator, educational administrator, training director, historian, environmental health engineer, home service rep., community recreation administrator, business agent, extension agent, physical education teacher, building superintendent, therapist, political scientist, sociologist, social and group worker, personnel director, food and drug inspector, teacher, minister, librarian, foreign service officer, history teacher are in jobs in this interest area.

E = Enterprising. Occupations that are primarily enterprising in nature usually involve situations where the person is in a position of leading or convincing others to achieve team/organizational goals or economic gain. People high on this theme are often seen as enthusiastic, dominant, impatient.

Some primarily enterprising jobs include those of sales and marketing field, banker, insurance underwriter, real estate appraiser, florist, industrial engineer, contractor, warehouse manager, salesperson-technical products, lawyer, judge, attorney, tv/radio announcer, branch manager, director industrial relations, government official, insurance manager, managers such as restaurant/office/traffic/human resource/production, etc., salary and wage administrator, labor arbitrator, systems analyst, director of compensation and benefits, securities salesperson, human resource recruiter.

C = Conventional. High conventional people tend to prefer jobs where they are given firm structure and know exactly what is expected of them. People who rank high on this theme often describe themselves as conscientious, efficient, and calm. They enjoy activities that involve the precise, ordered use of data such as keeping and filing records, organizing data, computing, printing, etc.

They enjoy words and numbers and systematic and structured jobs such as clerical, administrative, time study analyst, business (commercial) teacher, finance expert, accountant, credit manager, timekeeper, auto writing machine operator, bookkeeping machine operator, estimator, foreign trade clerk, office worker, payroll clerk, accounting machine operator, personnel clerk, sales correspondent,

reservations agent, bookkeeper, cashier, secretary, medical secretary, library assistant, data processing worker, mail clerk, personnel secretary, proofreader, and the like.

Source: Santamaria, Josefina O. (2006). *Career planning workbook, 4thEd.* Pp. 38-41

Reading: CHOOSE YOUR CAREER FIRST – NOT YOUR COLLEGE

Approximately 80 percent of college freshmen have not declared a college major. Fifty percent of those who have declared a major will switch during college. Seventy percent of all college students will change their major.

These numbers prove that students are not being turned into who they are before making major decisions – a costly mistake. Most parents who have saved for college plan on their child graduating in four years. What are the chances that a student who changes majors over and over or transfers schools will graduate in four years? Simply put: It's not possible.

Your College Roadmap

The typical student embarks on the college search by first choosing the college they love, then a major, and finally choosing a corresponding career path. Students should instead embark on their journey with the end in mind -a future career. Instead of focusing on the four years spent in college, turn your attention to the 40+ years you will work after graduation.

The college roadmap should be tailored to the individual student. Students should first ask themselves, "What am I wired to do?" While there's not one simple answer to this question, conscientiously dialing into one's personality allows one to easily identify what they are not wired to do. From there they can consult sites like the Bureau of Labor and Statistics' Occupational Outlook Handbook and O*Net Online to categorize job prospects accordingly. Students should hone in on career possibilities that satisfy their individual needs and interests. In that regard, the Birkman Assessment tool can be helpful since it identifies 77 personality scores. When personality data corresponds to a student's academic profile, the results can be profound.

The Back-Up Plan

Once potential careers are established, students should back up to the majors that feed to these careers and research colleges that are respected in those fields. Sometimes it's one major-as is the case with teaching or engineering-but often there are several options that feed into a given career. On the college-bound journey, career needs to be at the forefront of each student's choice of major. Choosing career first is actually an investment in college savings, since knowing upfront where your degree path will take you can save a lot of time and money.

Source: <http://www.collegeview.com/articles/article/choose-your-career-first%E2%80%94not-your-college>

Week 18 Session 35

Topic 35: Piecing the Career Puzzle Together

Introduction / Procedure / Reminders:

1. It is a known fact that every individual will have life experiences, needs and external conditions that impacts one's life choices and even the opportunities that are open to them.
2. The idea that we enjoy certain privileges by virtue of our uniqueness is one of the factors that we need to consider when deciding on our life goals. The activity: Privilege Walk shows you how powerful privilege can be in terms of locating ourselves within the possibility of realizing our life goals.
 - a. Have a space large enough for participants to form a straight line with an arm's length between them and the person on their left; there should be space in front of the line to move forward 10 steps or behind to be able to move back 10 steps.
 - b. Have 10 to 20 volunteers for the activity. Brief the class that the experience would require them to share very personal information about themselves thus there is risk of disclosing things that might put some level of awkwardness on their part. It is important then that as the teacher/facilitator, you need to create an atmosphere of trust and openness among the students.
 - c. Have the participants form a straight line across the room about an arm's length apart, leaving space in front and behind each participant.
 - d. Give the instructions: *"Listen to the following statements and follow the instructions given. For example, when I read "If you are male, take one step forward.", only male students will move and everyone else will stand still in their places. Each step should be an average length step. I want you to know that nobody will check up on you, thus if you feel you qualify to take a step, please feel free to do so but if not, then you may stay where you are. You will be the sole judge of what you should be doing and rest assured that you will not be judged with the decisions that you will be making."*
 - e. Start the activity by reading the statements on the list below one at a time and being very conscious that you allow time for participants to take a step and make decisions as to how they will be moving.
 - f. Process the activity with the aid of the Processing Questions.
3. Explain the requirements for Portfolio Output No. 28: Documented Interview with Preferred Career Practitioners.

Activity : PRIVILEGE WALK STATEMENTS

- If you are male, take one step forward
- If there have been times in your life when you skipped a meal because there was no food in the house, take one step backward.
- If you have visible or invisible disabilities take one step backward.
- If you attended grade school with people you felt like yourself take one step forward.
- If you grew up in an urban setting take one step backward

- If you think you are of optimal health, take one step forward
- If you have been a victim of discrimination based on your gender, age or ethnicity, take one step backward.
- If you own the house that you are living in, take two steps forward
- If you have suffered or have been suffering from a chronic disease, take three steps backward.
- If you can speak and write in English fluently, take three steps forward.
- If you have experienced working instead of studying in order to keep food on the table, take two steps backward.
- If you have parents who are supporting your education, take a step forward.
- If you were able to complete high school, take one step forward
- If you don't have any existing loans that you have to pay up, take one step forward
- If you have a high level of certainty that you will be able to take up a college course, take one step forward.

(exercises instructions adapted from

http://www.albany.edu/ssw/efc/pdf/Module%205_1_Privilege%20Walk%20Activity.pdf)

Processing Questions

1. What was the general feeling when initial instructions for volunteers were being asked? What made you decide to participate? If you opted to just be an observer, what was the number one reason why you didn't dare to volunteer as a participant?
2. For people who kept on advancing forward, how did it feel when you were getting ahead of everyone else?
3. For people who were kept on being held back, how did it feel to have everyone else moving forward except you?
4. What is your "gut reaction" to where you find yourself at the end of this list of privileges?
5. Are you surprised at where you are? How does it feel to be in front? In the middle? In back?
6. Did you come to any new realizations? If so, which one had the most impact?

Portfolio Output No. 28: Documented Interview with Preferred Career Practitioners

1. Name three (3) jobs/occupations that you feel so far you would want to have in the future.
2. Do background research on this job by actually interviewing individuals who hold such jobs. Find out the following information from the interview:
 - Job Title/Position Title
 - Needed academic preparation
 - Skills, Knowledge, Abilities, expected competencies to succeed in the job
 - Demand for the Job
 - Perks of the job
 - Difficulties/Challenges
 - Expected compensation/remuneration package of a person occupying the position
3. Write up the results of the research.

Week 18 Session 36

Topic 36: Career Planning

Introduction / Procedure / Reminders:

1. Ask some members of the class to share the results of their interviews with career practitioners. What did they learn about the jobs and the people in these jobs?
2. Lead the class in the Activity: Cost of Living Exercise.
 - a. Give them the grounding scenario for the activity: *“Imagine that you are currently working as a new fresh graduate employee of a company of your choice in Manila. You were then asked by the head of Human Resources Management to submit to them a realistic yet comfortable figure that you think will best support the kind of lifestyle that you have envisioned yourself to be enjoying as a result of your career choices.”*
 - b. Your task is to come up with a monthly report of all your expenses that you incur “Cost of Living report”. To do this you would have to execute the following tasks:
 - 1) Ask yourself these questions and write down your responses:
 - Have you thought about where you want to be 5 or 10 years from now?
 - What kind of lifestyle do you want?
 - Where do you want to work? Small office? International corporation?
 - Where do you want to live? Big city, small town or rural area?
 - Do you want to travel?
 - 2) Next, identify your Wants Vs Needs:
 - Needs:** Things I absolutely need.
 - Housing:
 - Food:
 - Transportation:
 - Clothing:
 - Wants:** Things I would like to have
 - Cell phone:
 - Phone:
 - Cable:
 - Internet:
 - Health Insurance:
 - Car:
 - Car Insurance:
 - Tuition for Education:
 - Dates / Movies / Out to Dinner / Other Entertainment:
 - Others?
 - 3) After you have determined these, look at the “Cost of Living in Manila” in your Reader’s Guide and begin calculating how much your needs and wants would translate into monetary figures.
 - 4) Next, determine What kind of money do you need to make?
 - Add up all of the things you need and want. That total is how much your bills are.

- Multiply that total by .25 that is the percentage of tax you will pay when you have an income.
 - Add the tax to the total of your bills. This is the amount you need to make in order to pay for your bills.
- 5) Lastly, figure out How much do you need to make per hour?
- 40 hrs per week times 4 weeks in a month equals 160 hours per month.
 - Take your total and divide it by 160. That will equal how much per hour you need to make, MINIMUM.
3. After each has accomplished the task, gather the class together and process the experience using the following Processing Questions:
- a. What was the process you employed in doing the tasks for this activity? How did you go about determining your needs and wants?
 - b. After outlining your needs and wants and computing for the amount it takes to be able to sustain them, did you have to make any additions/deletions to the list? How did you go about determining these revisions to your list? Describe the process you used to do so.
 - c. Considering the cost of living you have computed and the kind of career you are targeting, how realistic/doable would it be in supporting your envisioned lifestyle? Are there any changes in your plans now that you have matched your lifestyle expectations and your “dream job”? What are these and what made you decide on it?
 - d. What are your thoughts/feelings and realizations after the activity?
4. Explain the requirements for Portfolio Output No. 29: My Projected Cost of Living.

Activity: COST OF LIVING IN MANILA, PHILIPPINES (Updated Prices Feb 2016)

What salary will you need in Manila?

Currency: PHP – Php (Peso)

Food	
Basic lunchtime menu (including a drink) in the business district	Php295
Combo meal in fast food restaurant (Big Mac Meal or similar)	Php164
½ Kg (1 lb.) of boneless chicken breast	Php111
1 liter (1 qt.) of whole fat milk	Php86
12 eggs, large	Php95
1 kg (2 lb.) of tomatoes	Php64
500 gr (16 oz.) of local cheese	Php226
1 kg (2 lb.) of apples	Php163
1 kg (2 lb.) of potatoes	Php109
0.5 l (16 oz) domestic beer in the supermarket	Php47
1 bottle of red table wine, good quality	Php570
2 liters of Coca-Cola	Php70
Bread for 2 people for 1 day	Php54
Housing	
Monthly rent for 85 m2 (900 Sqft) furnished accommodation in	Php56,561

EXPENSIVE area	
Monthly rent for 85 m2 (900 Sqft) furnished accommodation in NORMAL area	Php25,819
Utilities 1 month (heating, electricity, gas ...) for 2 people in 85m2 flat	Php4,318
Monthly rent for a 45 m2 (480 Sqft) furnished studio in EXPENSIVE area	Php32,013
Monthly rent for a 45 m2 (480 Sqft) furnished studio in NORMAL area	Php15,481
Utilities 1 month (heating, electricity, gas ...) for 1 person in 45 m2 (480 Sqft) studio	Php3,088
Internet 8MB (1 month)	Php2,709
40" flat screen TV	Php30,505
Microwave 800/900 Watt (Bosch, Panasonic, LG, Sharp, or equivalent brands)	Php4,659
Laundry detergent (3 l. ~ 100 oz.)	Php297
Hourly rate for cleaning help	Php229
Clothes	
1 pair of jeans (Levis 501 or similar)	Php2,572
1 summer dress in a High Street Store (Zara, H&M or similar retailers)	Php1,656
1 pair of sport shoes (Nike, Adidas, or equivalent brands)	Php4,077
1 pair of men's leather business shoes	Php3,533
Transportation	
Volkswagen Golf 2.0 TDI 140 CV (or equivalent), with no extras, new	Php1,287,390
1 liter (1/4 gallon) of gas	Php43
Monthly ticket public transport	Php1,320
Taxi trip on a business day, basic tariff, 8 Km. (5 miles)	Php225
Personal Care	
Cold medicine for 6 days (Tylenol, Frenadol, Coldrex, or equivalent brands)	Php200
1 box of antibiotics (12 doses)	Php491
Short visit to private Doctor (15 minutes)	Php509
1 box of 32 tampons (Tampax, OB, ...)	Php386
Deodorant, roll-on (50ml ~ 1.5 oz.)	Php150
Hair shampoo 2-in-1 (400 ml ~ 12 oz.)	Php188
4 rolls of toilet paper	Php73
Tube of toothpaste	Php95
Standard men's haircut in expat area of the city	Php239
Entertainment	
Basic dinner out for two in neighborhood pub	Php953
2 tickets to the movies	Php460
2 tickets to the theater (best available seats)	Php2,137
Dinner for two at an Italian restaurant in the expat area including appetisers, main course, wine and dessert	Php2,332

1 cocktail drink in downtown club	Php274
Cappuccino in expat area of the city	Php156
1 beer in neighborhood pub (500ml or 1pt.)	Php77
iPod nano 16GB	Php10,425
1 min. of prepaid mobile tariff (no discounts or plans)	Php7
1 month of gym membership in business district	Php2,934
1 package of Marlboro cigarettes	Php67

Source: <https://www.expatisan.com/cost-of-living/manila>

Exercise adapted from <http://www.laep.org/wp-content/uploads/2015/06/Life-after-HS.-Cost-of-Living-Lesson-Plan.pdf>; njhsocial.pbworks.com/f/Cost+of+Living+Exercise.ppt

Portfolio Output No. 29: My Projected Cost of Living

Refine the first Cost of Living computations you made in class and answer the following processing questions:

1. What was the process you employed in doing the tasks for this activity? How did you go about determining your needs and wants?
2. After outlining your needs and wants and computing for the amount it takes to be able to sustain them, did you have to make any additions/deletions to the list? How did you go about determining these revisions to your list? Describe the process you used to do so.
3. Considering the cost of living you have computed and the kind of career you are targeting, how realistic/feasible would it be in supporting your envisioned lifestyle? Are there any changes in your plans now that you have matched your lifestyle expectations and your “dream job”? What are these and what made you decide on it?
4. What are your thoughts/feelings and realizations after the activity?

Week 19 Session 37

Topic 37: Career Timeline

Introduction / Procedure / Reminders:

1. Ask the students: “Where will you be ten years from now?” Someone – a parent, a teacher, mentor, friend, counselor – has probably engaged you in a conversation about your future plans. It is through conscious reflection that we try to take stock of the paths we have already crossed and from there decide which road or journey to embark on next.
2. Today’s exercise will require you to create a record of what was and what will be with whatever comes to you at the moment by way of a game plan for life. You will be asked to map out your life from birth to present with events that you would consider to be very significant to who you are right now and to who you will be in the future. These are the steps to take:
 - a. Thoughtfully reflect on the course of your life.
 - b. In your journal notebook, make a list of life events, both high and low points as well as those that you consider to be relatively stable times. (e.g., started Kindergarten, parent left, moved residence, etc.)
 - c. Reflect on your dreams and aspirations for the future and note at what point/age in your life you envision yourself accomplishing it. (e.g.,

- graduate from Grade 12 at age 18, work abroad at age 21, get married at age 25, etc.)
- d. Put the events in chronological order of your approximate age at the time.
 - e. Place a “+” sign in front of events that are overall positive, and a “-” sign in front of ones that were overall negative – and then rate the positive or negative intensity of each event on a scale of 1 to 10, low to high.
 - f. Now plot your timeline. Use a legal (long) sized bond paper and fold it in half along the horizontal axis. Draw a horizontal line along the horizontal axis.
 - g. Place a “+” sign on the *top-right* corner above the horizontal axis, to signify the positive events that you associate with pleasure, then place a “-” sign on the *bottom-right* corner below the horizontal axis, to represent the events on their timeline associated with displeasure or stress.
 - h. Draw a dot on the horizontal axis of the timeline for each of the key events – allowing ample space between events so that they are spread across the axis from its left to right end points.
 - i. From each dot, draw a line for each event (either above or below the horizontal line), accordingly, and make the line as tall or short as its intensity based on its assigned numeric value. For legal or standard size paper, this equals about one-third inch for each interval on the scale, i.e., the length of a line assigned an intensity of 5 would equal about one and two-thirds inches. Allow ample space as recording one event can trigger a memory of another.
 - j. Connect the points that have been marked.
3. After they have finished the timeline, ask the students to form groups with no more than four members each. Then allow them 10 to 15 minutes to share their work.
 4. Gather them all for plenary processing of experiences, using the processing questions:
 - a. How was the process of picking out significant life events done for you? What were your considerations/criteria in choosing which event would be included in your timeline? Who are the people that were significant to you on the events that you have picked to include?
 - b. What were your thoughts and feelings while you were trying to determine high and low points in connection to the events that you have chosen?
 - c. How did you go about placing your “future” highs in the timeline? How did you go about plotting these future events? What were your present/past references for it if any?
 - d. How do you feel about your time line?
 - e. What are your over-all realizations after the activity?

Adapted from Source: <http://blogs.psychcentral.com/relationships/2012/04/the-power-of-creating-a-timeline-of-your-lifes-story/>

5. Explain requirements for Portfolio Output No. 30: My Creative Career Timeline.

Portfolio Output No. 30: My Creative Career Timeline

Improve on the first Career Timeline you made and answer the following processing questions as a reflection of the class exercise:

1. How was the process of picking out significant life events done for you? What were your considerations/criteria in choosing which event would be included in your timeline? Who are the people that were significant to you on the events that you have picked to include?
2. What were your thoughts and feelings while you were trying to determine high and low points in connection to the events that you have chosen?
3. How did you go about placing your “future” highs in the timeline? How did you go about plotting these future events? What were your present/past references for it if any?
4. How do you feel about your time line?
5. What are your over-all realizations after the activity?

<p style="text-align: center;">MODULE 14: Insights Into One’s Personal Development</p>
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Big Question: Why is personal development an important component of setting career and life goals?

Objectives:

At the end of the module, learners will be able to:

1. explain the factors in personal development that may guide them in making important career decisions as an adolescent,
2. share insights that make them realize the importance of personal development in making a career decision as adolescents, and
3. construct a creative visualization of their personal development through the various stages they went through, stressors, influences, and decision-making points, and a personal profile analysis.

Week 19 Session 38

Topic 38: Personal Mission Statement

Introduction / Procedure / Reminders:

1. Introduce the last module by stating: Brazilian author Paulo Coelho, in his book “The Alchemist”, introduced the idea of one’s Personal Legend as “what you have always wanted to accomplish”. At this point in your life, have you thought of the mission that you were placed in this world to fulfill and live out? Have you started figuring out what that mission is? This is probably a difficult thing to ponder on considering that you have your whole life ahead of you waiting to be explored.
2. We can all talk about our dreams and goals in life but it is said that when we write them down, they begin to become more concrete and real. Our task

this session is to come up with your Personal Mission Statement using everything you have learned about yourself from all the previous learning experiences.

3. Label the index cards you brought with the following key ideas:

Card 1 Education: What do you see yourself accomplishing in the area of your academics / education?

Card 2 Career: What kind of career are you seeing yourself to be passionately pursuing for yourself? What would be your indicators of success in your career?

Card 3 Personal Attributes: What are the things you wish to be able to develop in you? How would you like to be seen as a person using these values, skills, and personal attributes?

Card 4 Family and personal relationships: How do you envision the quality of your family and personal life? What are the things that you would like to be able to do or provide for them?

Card 5 How you want to live your life: What kind of lifestyle you are seeing yourself to be living?

Card 6 Faith and spirituality: How do you see your faith growing in the years to come? How do you intend to make sure that you will be able to deepen your faith and spiritual life?

Card 7 Community service: How do you intend to give back or “pay it forward” to your community and to the world? What do you envision to be your contribution to the world?

Card 8 Free Card to write anything else that they feel would be relevant and part of their personal mission in life.

4. Allow the students 15 minutes to write words, phrases or statements that would describe their answer/initial thoughts about each area/idea.
5. Arrange the cards by order of how they want to present their personal mission statement. Ask them to lay down the cards one by one and tell them that they may choose to highlight or even disregard some of the cards. Give them 10 minutes for this
6. After they have finally made a choice on which of the items to include and the arrangement as to how they will be presenting the ideas, they will write out their Personal Mission Statement using the arranged cards as their guide.
7. Show them examples of statements like the ones given below:
 - *My goal revolves around sharpening and effectively using my skills in a competitive environment. Growing as a student and growing along with the institution, that I choose to be a part of, occupy important slots in my list of priorities.*
 - *I wish to learn from, excel in and go beyond every challenge I face in life. Every opportunity in life, including this one, must be used with diligence and hard work. This, I believe, is the only thing that can help me achieve success.*
 - *To treasure, above all else, the opportunities that come my way and to make the best use of them; to focus on academics, without really making compromises on extra-curricular activities. I'm also looking*

forward to being the kind of student who contributes not only to the growth of the institution, but also to the growth of the less privileged sections of society.

- *As a student, I've always been known to give every task I take up, my best shot. This, I believe, is where my greatest strength lies. I'm yearning to belong to an institution that recognizes this quality in me and helps me make the best use of it. For in the end, it doesn't really matter if you are smart or not, what matters is that you give everything and take up all you can and success comes by default.*
- *A hardworking, dedicated, disciplined, creative and focused student, looking to be a part of a respectable institution, where the mind knows no boundaries and the heart knows no fear. An institution such as this, I believe, can bring out the best in me while also helping me grow from strength to strength.*
- *To be absorbed by an educational institution in which my knowledge, skills and passions will be put to good use; to be the kind of student who bridges the gap between the process of learning and the idea of having fun while going about it.*
- *I believe that success comes your way if you know where to look for it. For me, the sky has always been the limit. I am an ambitious student, not willing to be held back by mediocre challenges. An institution which is willing to fuel my ambitions and desire for success is the kind of institution I want to belong to.*

Source: <http://www.speedupcareer.com/articles/examples-of-personal-mission-statements.html>

8. After some students have shared their mission statements, process the activity by asking:
 - a. How did you go about writing down ideas on each card? What were the things that were on your mind while going through each card?
 - b. How did you narrow down your ideas and ideals in the cards? Can you describe the process of elimination that you used to be able to come up with the ideas that you have jotted down?
 - c. Were there challenges while you were identifying the ideas? Which one was easy? Difficult? Why?
 - d. What was the principle behind the order of ideas that you chose in plotting down your Personal Mission Statement?
 - e. What did you realize after the activity?
9. Refer the students to the Reading: Your Personal Mission Statement.
10. Instruct them to continue working on their Personal Mission Statement at home and submit a polished version as Portfolio Output No. 31.

Reading: YOUR PERSONAL MISSION STATEMENT: YOU'RE NEVER TOO YOUNG TO CLARIFY YOUR LIFE GOALS AND ASPIRATIONS

What's your life mission? It's not an easy question to answer, but an important one. You can talk about your aspirations and goals all day, but when you write them down, they become, well, more real. It's a starting point to living the life you want. When you write a personal mission statement, you're clarifying what you

want to accomplish and how, and committing to it. Businesses and nonprofit organizations develop mission statements for the same reason.

What is a personal mission statement?

Most students, and adults, don't realize the importance of writing their personal mission statements. It's more than just your goals. Your mission statement will help you sort out your priorities and how you want to live your life. It may include short-term and long-term goals, or life-long aspirations. It becomes a guide and provides direction, which comes from you, not someone else.

There's no right or wrong way to approach your personal mission statement, or what it should include. Everyone's is going to be different. What's important is to write it down. Topics your personal mission statement may include:

- Education
- Career
- Personal attributes, such as honesty, loyalty and dedication
- Family and personal relationships
- How you want to live your life
- Sports
- Faith and spirituality
- Community service

Source: Joe Villmow <http://www.nextstepu.com/your-personal-missionstatement.art#.Vrcv1kBQU3w>

Portfolio Output No. 31: Personal Mission Statement

Finalize your personal mission statement. It may include the following information:

- Your name.
- Your overall statement.
- Who inspires you and why.
- What qualities you want to obtain.
- What roles you play and how you want to be known in those roles.
- Specific goals you have.
- Beliefs that you hold.
- Anything else you might want to focus on.

Week 20 Sessions 39 and 40

Topic 39: Career Gallery Walk

Topic 40: Personal Development: Hindsight and Foresight

Introduction / Procedure / Reminders:

- 1) The last two sessions of the Unit 4, and of the whole Personal Development course, will be a Gallery Walk, in which the students will display portions of their journals to share with the class.
- 2) They may use one session to prepare for the activity, and the last session for the actual Gallery Walk.

- 3) Introduce the activity. A Gallery Walk is a discussion technique that is employed to get student engaged in a topic by getting them out of their chairs and moving about a captured space. It is a classroom activity in which students rotate through a variety of identified spaces or “stations” within the classroom. Each station is said to either consist of a question or a very short activity to complete, before rotating to the next identified space. For students, it's a chance to share thoughts in a more intimate, supportive setting than a larger class discussion. For teachers, it's a chance to gauge the depth of student understanding of particular concepts and to note and use misconceptions to shape instruction.
- 4) During a Gallery Walk, students explore multiple texts or images that are placed around the room. Teachers often use this strategy as a way to have students share their work with peers. For the purpose of this activity for this Unit, the Gallery Walk would entail displaying the works of the students, particularly their Personal Mission Statement and their Career Timeline.
- 5) You need to determine a functional lay out for the galleries. You may use bulletin boards or walls or surfaces on which you can ask students to mount their two works. Assign each a space and then ask them to decorate it the way they wish to do so to make it more personal. You may arrange the galleries according to career classifications or you may do it as randomly so as to allow flexibility and variety.
- 6) Once the galleries have been set, during class period, give them a brief introduction on what they will be doing during the walk. Say:
 - a. *“What you are seeing inside the classroom would be the fruits of your personal journey in mapping your future. Each one of you has come up with a vision of what you want to be, chronicled how life has been, and are declaring how you want life to be.*
 - b. You are tasked to go around the room looking at each of your classmates’ work. Browse through it, read it if you like. As you go through each work, try to see commonalities or points of convergence among your dreams and aspirations. Observe how each story unfolds. Look at some points that you wish you have thought about too and would now begin to consider as another avenue you can explore.
 - c. After you have gone through each and every work, stand in front of your own story gallery. I then want you to take stock of what you have seen among your peers and look at how you can weave *some of the significant things you saw in theirs into your own story.*”
- 7) You can ask the students to go around the gallery by pairs, allowing around 2 minutes per station depending on the number of individual galleries.
- 8) Give them reflection questions with the goal of being able to reflect on how they will be able to use their peers’ journey to refine their career plans, such as:
 - a. What were your thoughts as you were going around the galleries? What were you reflecting on the most? Were there questions in your mind or were there answers to some of the questions you have about yourself and your own career plans/goals?
 - b. Were there points of similarities with some of your peers vision and plans? What were these points of similarities? Were there differences that struck you? What were these and mine?

- c. What do you think are the aspects about your person that you think you need to enhance more to achieve your goals? How do intend to achieve them?
 - d. What did you learn about yourself? What are you major realizations from this activity?
- 9) Answers to these processing questions will be the Portfolio Output No. 32: Personal Development: Hindsight and Foresight.

http://www.nwp.org/cs/public/download/nwp_file/13853/Gallery_Walk.pdf?x-r=pcfile_d

Portfolio Output No. 32: Personal Development: Hindsight and Foresight

Write an essay on your journey through this course on Personal Development. How have you changed since the beginning of this semester? What have you learned about yourself? What activities and reading were most useful to you? What can you do in order to continue your personal development after this course?

**End of Unit 4 Assessment
Unit 4: Career Development**

List of Outputs for Portfolio:

Module 12

- 25. Career Wheel (Individual work)
- 26. Assessment Profile (Individual work)

Module 13

- 27. Personal Reflection Paper on The Party Exercise (Individual work)
- 28. Documented Interview of Preferred Career Practitioners (Individual work)
- 29. My Projected Cost of Living (Individual work)
- 30. My Creative Career Timeline (Individual work)

Module 14

- 31. My Personal Mission Statement (Individual work)
- 32. Personal Development: Hindsight and Foresight (Individual work)

Evaluation of Unit 4

8 Individual Outputs x 16 points maximum = 128 points
 Attendance x 16 points maximum + 16 points

 Total maximum points 144 points

Conversion to Grades – Unit 4

Points	Grade (%)
128-144	96-100
111-127	91-95
94-110	86-90
77-93	81-85
60-76	75-80
Below 60	Failure

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