Personal Development
Quarter 1 - Module 1: Knowing Oneself

SELF-LEARNING MODULE

DIVISION OF GENERAL SANTOS CITY
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### Development Team of the Module

**Writers:** Ridaliza M. Revuelta  
**Editors:**  
**Reviewers:**  
**Illustrator:**  
**Layout Artist:** Reggie D. Galindez  
**Cover Art Designer:** Romelito G. Flores, CESO V – Schools Division Superintendent  
**Management Team:** Mario M. Bermudez, CESO VI – Asst. Schools Division Superintendent  
Juliet F. Lastimosa, CID Chief  
Sally A. Palomo, EPS - LRMS  
Gregorio O. Ruales, EPS – ADM Coordinator  
Nerissa A. Alfafara – EPS – Science  
Edilbert A. Reyes – Division Science Coordinator

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**Office Address:** Tiongson St., Lagao, General Santos City  
**Telefax:** (083) 552-8909  
**E-mail Address:** depedgensan@deped.gov.ph
Personal Development
Quarter 1 – Module 1: Knowing Oneself

SELF-LEARNING MODULE

DIVISION OF GENERAL SANTOS CITY

DEPED
DEPARTMENT OF EDUCATION
**Introductory Message**

For the facilitator:

Welcome to the Personal Development Self-Learning Module (SLM) on Knowing Oneself!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:

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**Notes to the Teacher**

This module contains helpful tips or strategies that will help you in guiding the learners in understanding themselves and the significant people around them as they make important career decisions as adolescents. 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.

Specifically, the use of 5E’s and 4 A’s as a teaching and learning strategies are highly emphasized in this module. Logically sequenced activities, divergent type of questions that aims to promote critical thinking skills, numerical and literacy skills are also integrated in this module.
As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners’ progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Personal Development Self-Learning Module (SLM) on Knowing Oneself!

The hand is one of the most symbolized parts of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

- **What I Need to Know**: This will give you an idea of the skills or competencies you are expected to learn in the module.

- **What I Know**: This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.

- **What’s In**: This is a brief drill or review to help you link the current lesson with the previous one.

- **What’s New**: In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.

- **What is It**: This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.

- **What’s More**: This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer
Key at the end of the module.

**What I Have Learned**
This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.

**What I Can Do**
This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.

**Assessment**
This is a task which aims to evaluate your level of mastery in achieving the learning competency.

**Additional Activities**
In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.

**Answer Key**
This contains answers to all activities in the module.

At the end of this module you will also find:

**References**
This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don’t forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!
This module was designed and written with you in mind. It is here to help you master the topic on Knowing Oneself. The scope of this module permits it to be used in many different learning situations. The module consists of activities and exercises that address key concerns in personal development and for senior high students to better understand them and the significant people around them as they make important career decisions as adolescents. Using the experiential learning approach, each activity 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.

After going through this module, you are expected to:

- explain that knowing oneself can make a person accept his/her strengths and limitations and dealing with others better (EsP-PD11/12KO-la 1.1);
- share his /her unique characteristics, habits, and experiences (EsP-PD11/12KO-la-1.2).

Specifically, you are to:

1. identify the aspects of self-concept;
2. discuss ways to enhance strengths and manage weaknesses; and
3. create a short story of your life.
What I Know

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

1. Which of the following things can have an effect on the development of an individual’s personality?
   A. physical and mental capabilities
   B. health and physical appearance
   C. skin color, gender, and sexual orientation
   D. all of the above

2. Which of these statements describe personal development?
   A. A lifelong process
   B. The process of improving oneself
   C. The pursuit of personal grown by gaining knowledge & improving personal skills
   D. All of the above

3. Which of these refer to the recognition and regard for oneself and one’s abilities?
   A. Self-concept
   B. Self-esteem
   C. Confidence
   D. Selfie

4. What refers to the combination of attitude, values, interests, and behaviors that identify a person?
   A. Lifestyle
   B. Personality
   C. Self-actualization
   D. Way of life

5. Which of the following is part of an ideal self?
   A. Born to have
   B. You aspire to be
   C. What you actually see
   D. Built in self-knowledge
6. Which of these determines whether real actions are performed in accordance with the plan?
   A. Experience
   B. Knowledge
   C. Skills
   D. Talents

7. Which of these are considered to be innate characteristics that enhance personal effectiveness?
   A. knowledge and skills
   B. experience and talents
   C. skills and talents
   D. knowledge and experience

8. What makes you keep moving forward regardless of emerging obstacles – problems, laziness, bad emotional state, etc.?
   A. Creativity
   B. Determination
   C. Persistence
   D. Self-confidence

9. What arises from the uncertainty in an unknown situation when a lack of information creates the risk of negative consequences of your actions?
   A. Ideas
   B. Skill
   C. Stress
   D. Problems

10. 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 communication. Which of the following could help you manage your weakness in this aspect?
    A. Go for speech lessons.
    B. Get skills upgrading.
    C. Attend personality development sessions.
    D. All of the above

11. Which of the following statements best describe your ideal self?
    A. It is derived from social interactions.
    B. It is the one that you aspire to be.
    C. It is built on self-knowledge.
    D. It can be seen by others.

12. What happens when there is incongruence in your self-concept?
    A. It will result in a sense of mental well-being.
    B. It will result in greater self-knowledge.
    C. It will result in a peace of mind.
    D. It will result in anxiety.
13. Which keys to improving your personal performance talks about attending trainings?
   A. Being self-aware
   B. Behavioural flexibility
   C. Making the most of your strengths
   D. Learning new skills and techniques

14. Our personal effectiveness depends on our innate characteristics. Which of the following refers to our skills?
   A. It is the one first identified in a person.
   B. It is acquired in the process of practical activities.
   C. It is developed and used in different learning areas.
   D. It is the ability used many times in the same situation.

15. What possible remedy can you do if you have poor social skill?
   A. Attend speech lessons.
   B. Attend music and dance lessons.
   C. Attend personality development sessions.
   D. Any of the above mentioned ways are possible.
Lesson 1

Personal Development: Knowing Oneself

Personal Development, or PERDEV for short, is a very interesting course, and can become the most personally rewarding subject for you, because the subject matter for this course is YOURSELVES! As new senior high school students, you have now entered a new educational level, as well as a new psychological and social level, called the middle and late adolescence. You may feel that you are no longer the rapidly growing and awkward teen-ager, but may also feel that you are not quite ready to call yourselves mature adults either. This course shall make you take a deeper look at yourselves and analyze your developmental changes, your skills and traits which can help you meet the various tasks that you must undertake at this point in your lives. It shall provide you with some techniques to meet stress and other mental health issues with your own strengths and coping powers. The module shall also give you the chance to analyze your relationships with your family, friends and significant others. Finally, the PERDEV course shall help you take stock of where you are in your career development and how to get to where you want to be.

What’s In

Activity 1. SELF-CONCEPT INVENTORY

Instruction: 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 clear 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.

<table>
<thead>
<tr>
<th>Physical Appearance</th>
<th>Human Relations</th>
<th>Intelligence</th>
</tr>
</thead>
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<td>5 _____________</td>
<td>9 ___________</td>
</tr>
<tr>
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<td>10 __________</td>
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<thead>
<tr>
<th>Character</th>
<th>Communications</th>
<th>Maturity</th>
</tr>
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<td>16 ____________</td>
<td>21 ________</td>
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<tr>
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<td>18 ____________</td>
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<td><strong>Subtotal:</strong></td>
<td><strong>Subtotal:</strong></td>
<td><strong>Subtotal:</strong></td>
</tr>
</tbody>
</table>
**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?

_________________________________________________________________________________
_________________________________________________________________________________

3. Read and give your thoughts about this: 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.”

_________________________________________________________________________________
Activity 2. Paint Me a Picture

Instruction: Draw an object, animal or any representation of yourself. You may use coloring materials to enhance your work. Make a short discussion about your output.

Title of the Output: ____________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

The above exercise is given, for you to see an image of yourself. Through this activity, you will be able to realize how you actually see yourself in almost all aspects. In this module, you will learn self-concept and its aspects.

Let us begin, with knowing the difference between the actual-self and the ideal – self!
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.


________________________________________________________________________________
________________________________________________________________________________

2. Differentiate actual self and ideal self. Cite example to explain.

________________________________________________________________________________
________________________________________________________________________________

3. Explain the negotiation between the two selves.

________________________________________________________________________________
Are you learning so far? Let us now dig deeper on acquiring necessary skills and attitudes in order to enhance the strengths and manage the weaknesses in order to be an effective individual.

But before that, let us review some related vocabularies on the next exercise.

Activity 3. Abtash cipher

Abtash cipher is a mono-alphabetic substitution cipher used for the Hebrew alphabet. The Atbash Cipher simply reverses the plaintext alphabet to create the ciphertext alphabet.

Decipher the following terms that are associated with genetic engineering. Write your answer on the blank and corresponding to your answer, write anything you know about the word.

(Try to recall your prior knowledge and try not to cheat!

Example: WVEVOLKNVMG = DEVELOPMENT

1. GZOVMGH = ____________________ = ____________________
2. XIVZGRERGA = ____________________ = ____________________
3. KVIHRGVNXV = ____________________ = ____________________
4. WVGVINRMZGRLM = ____________________ = ____________________
5. VCKVIRVMWV = ____________________ = ____________________
6. PMLDOVWTV = ____________________ = ____________________
7. HPROOH = ____________________ = ____________________
8. HGIVRR = ____________________ = ____________________
9. RWVZH = ____________________ = ____________________
10. XLMURWVWMV = ____________________ = ____________________

That was quiet a brain teaser! Now, it is time to know more about personal effectiveness.
What's More

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.

Questions:

1. What is personal effectiveness? How can you improve your personal effectiveness?

_________________________________________________________________________________
_________________________________________________________________________________

2. Give one example of your innate characteristics and discuss how it helped you improve your personality.

_________________________________________________________________________________
_________________________________________________________________________________

3. Give one skill that you think is your greatest strength. Discuss how it helped you increase your inefficiency.

_________________________________________________________________________________
_________________________________________________________________________________
Activity 4. MY BANNER – THE TREASURE WITHIN ME

Instruction: Fill in the spaces in your banner with word/words following the description below.

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
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.


What I Can Do

Activity 5. STORY ANALYSIS

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.


Questions:

1. Who are you among these three people?

_________________________________________________________________________________

_________________________________________________________________________________

2. 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?

_________________________________________________________________________________

_________________________________________________________________________________

3. 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.”

What are your thoughts about this?

_________________________________________________________________________________
Activity 6. MY STORY, MY SAY

Instruction. Share an event/s in your life where you were able to use your strengths and manage and conquer your weakness. Discuss what you have learned from that experience/s.

Title: ________________________________
Please refer to this rubric.

**RUBRIC FOR INDIVIDUAL WORK (REFLECTION PAPERS)**

<table>
<thead>
<tr>
<th><strong>Self-disclosure / Depth of reflection</strong></th>
<th><strong>Exemplary 4</strong></th>
<th><strong>Sufficient 3</strong></th>
<th><strong>Minimal 2</strong></th>
<th><strong>Beginning 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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 irrelevant to the assignment.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

| **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 | Student goes into some detail explaining some specific ideas or issues from outside experiences related to the topic and makes general connections between what | Student goes into little detail explaining some specific ideas or issues from outside experiences related to the topic and very few connections between what | 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. Includes reference to at least one reading other than those assigned for class. | 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, analyses, 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. |
Assessment

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

1. Which of the following things can have an effect on the development of an individual’s personality?
   A. physical and mental capabilities
   B. health and physical appearance
   C. skin color, gender, and sexual orientation
   D. all of the above

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   A. A lifelong process
   B. The process of improving oneself
   C. The pursuit of personal grown by gaining knowledge & improving personal skills
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   B. Self- esteem
   C. Confidence
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   B. Personality
   C. Self- actualization
   D. Way of life

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   B. You aspire to be
   C. What you actually see
   D. Builts in self-knowledge

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   A. Experience
   B. Knowledge
   C. Skills
   D. Talents
7. Which of these are considered to be innate characteristics that enhance personal effectiveness?
   A. knowledge and skills
   B. experience and talents
   C. skills and talents
   D. knowledge and experience

8. What makes you keep moving forward regardless of emerging obstacles – problems, laziness, bad emotional state, etc.?
   A. Creativity
   B. Determination
   C. Persistence
   D. Self-confidence

9. What arises from the uncertainty in an unknown situation when a lack of information creates the risk of negative consequences of your actions?
   A. Ideas
   B. Skill
   C. Stress
   D. Problems

10. 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 communication. Which of the following could help you manage your weakness in this aspect?
    A. Go for speech lessons.
    B. Get skills upgrading.
    C. Attend personality development sessions.
    D. All of the above

11. Which of the following statements best describe your ideal self?
    A. It is derived from social interactions.
    B. It is the one that you aspire to be.
    C. It is built on self-knowledge.
    D. It can be seen by others.

12. What happens when there is incongruence in your self-concept?
    A. It will result in a sense of mental well-being.
    B. It will result in greater self-knowledge.
    C. It will result in a peace of mind.
    D. It will result in anxiety.

13. Which keys to improving your personal performance talks about attending trainings?
    A. Being self-aware
    B. Behavioural flexibility
    C. Making the most of your strengths
    D. Learning new skills and techniques
14. Our personal effectiveness depends on our innate characteristics. Which of the following refers to our skills?
   A. It is the one first identified in a person.
   B. It is acquired in the process of practical activities.
   C. It is developed and used in different learning areas.
   D. It is the ability used many times in the same situation.

15. What possible remedy can you do if you have poor social skill?
   A. Attend speech lessons.
   B. Attend music and dance lessons.
   C. Attend personality development sessions.
   D. Any of the above mentioned ways are possible.
Additional Activities

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?
### Answer Key

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DISCLAIMER

This Self-learning Module (SLM) was developed by DepEd – Division of General Santos City with the primary objective of preparing for and addressing the new normal. Contents of this module were based on DepEd’s Most Essential Learning Competencies (MELC). This is a supplementary material to be used by all learners in General Santos City in all public schools beginning SY 2020-2021. The process of LR development was observed in the production of this module. This is version 1.0. We highly encourage feedback, comments, and recommendations.

For inquiries or feedback, please write or call:

Department of Education – Division of General Santos City  
Learning Resource Management System (LRMS)

Tiongson St., Lagao, General Santos City  
Telephone No.: (083) 552-8909

Email Address: depedgensan@deped.gov.ph