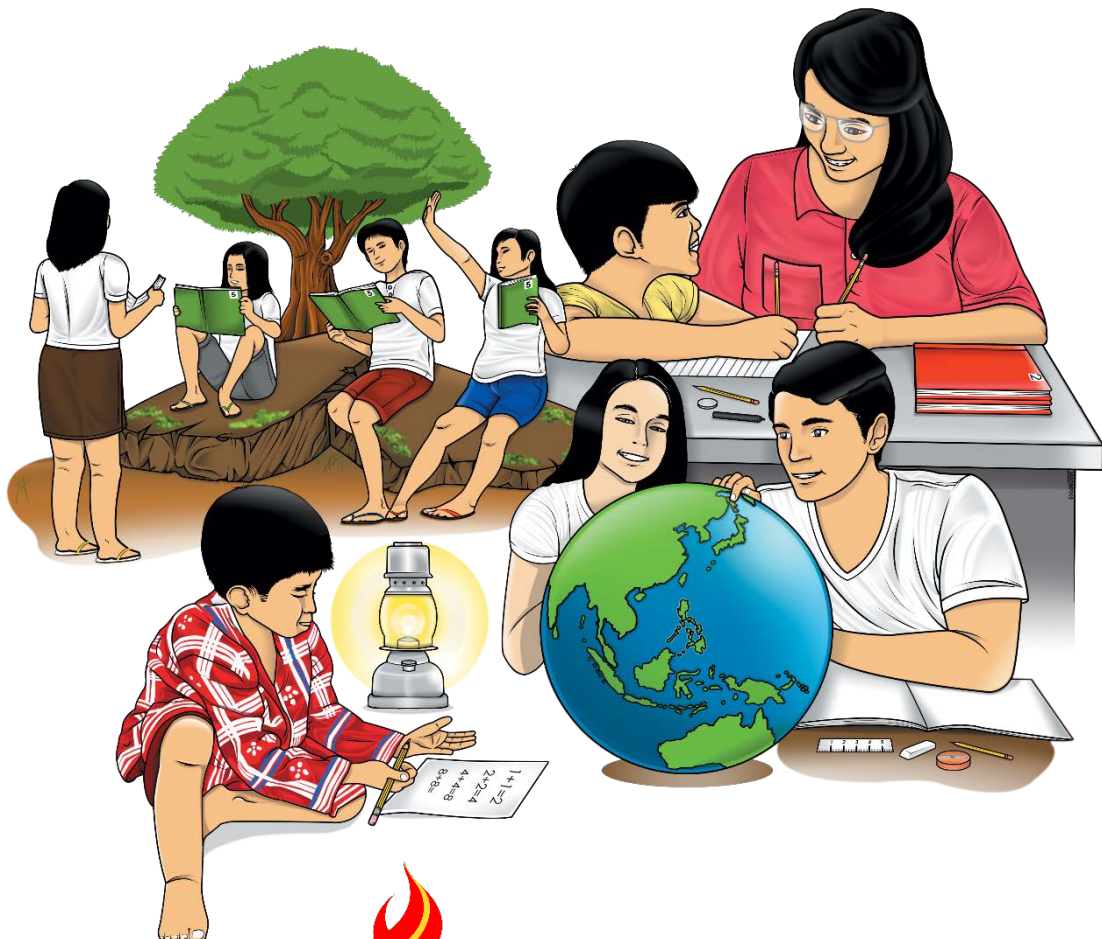


Senior High School



# Personal Development

## Quarter 1 – Module 3: Why Am I Like This?



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**Personal Development – Grade 11**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 3: Why Am I Like This?**  
**First Edition, 2020**

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# **Personal Development**

**Quarter 1 – Module 3:  
Why Am I Like This?**

# Introductory Message

For the facilitator:

Welcome to Personal Development (Quarter 1 – Module 3) Alternative Delivery Mode (ADM) Module on Why Am I Like This? (Development of Adolescents).

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

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



### ***Notes to the Teacher***

This contains helpful tips or strategies that will help you guide the learners.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Personal Development Alternative Delivery Mode (ADM) Module on Why Am I Like This? (Development of Adolescents)!

The hand is one of the most symbolized part 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 instructions carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

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

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



## ***What I Need to Know***

This module was designed and written with you in mind. It is here to help you master the development that occurs in adolescents. Human life completes its journey through various stages and one of the most vital stages is adolescence. Adolescence is the period of transition from childhood to adulthood and plays a decisive role in the formation of pro-social/anti-social adult. All of us undergo this stage, which poses many challenges and is full of excitement. At the same time, it demands adjustment on many fronts. When we come to this world, we are entirely dependent upon others and gradually learning to be independent. This module will help you understand the nature of adolescence, challenges, and significant tasks faced by adolescents, and some of the adolescents' essential problems.

The module is divided into three lessons, namely:

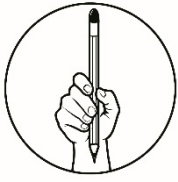
- Lesson 1 – Development Tasks and Challenges experienced during Adolescence
- Lesson 2 – Evaluation of an Adolescent's Development through the Significant People in their lives
- Lesson 3 – Ways on how to become Capable and Responsible Adolescent prepared for Adult Life

Most Essential Learning Competencies:

- Discuss developmental tasks and challenges experienced during adolescence
- Evaluate one's development through the help of significant people around him/her (peers, parents, siblings, friends, teachers, community leaders)
- Identify ways that help one become capable and responsible adolescent prepared for adult life

After going through this module, you are expected to:

- develop understanding about physical, physiological, and psychological issues related to the processes of growing up;
- explain the nature of adolescence as a developmental stage; and
- explain the physical development during adolescence.



## What I Know

Before we go on with the lesson, let us start with a simple activity. This will test what you already know about our topic.

### **PRE-ACTIVITY: Adolescent's Challenges (Critical-Thinking)**

**Instruction:** Identify whether these changes/problems during adolescence is a physical change/problem, emotional change/problem, or behavioral change/problem. Put the number of the problem in their respective tables.

**ACTIVITY!**

CHALLENGES FACED DURING  
ADOLESCENCE

DONA TEODORA HIGH SCHOOL

**PHYSICAL CHANGE  
/PROBLEM**

**EMOTIONAL CHANGE  
/PROBLEM**

**BEHAVIORAL CHANGE  
/PROBLEM**

1. Acne is one of the major problems of teenagers.
2. Teenagers tend to feel overly emotional.
3. Teenagers tend to have overwhelming emotions that can lead to impulsive decisions.
4. Body odor becomes evident.
5. Bodily changes result in self-consciousness.
6. Teenagers tend to change their sense of fashion, hairstyle, etc.

**Lesson****1****Development Tasks and Challenges experienced during Adolescence**

Adolescence is a period of transition when the individual changes—physically and psychologically—from a child to an adult. It is a period when rapid physiological and psychological changes demand new social roles to take place. Prior to these changes, the adolescents often face a number of crises and dilemmas. It is the period when the child moves from dependency to autonomy. It demands significant adjustment to the physical and social changes.

It is a fact that all living beings pass through specific stages or phases of development. Erikson believed that each stage of life is marked by a specific crisis or conflict between competing tendencies. If individuals know how to negotiate each of these hurdles successfully, they can develop in a normal and healthy way of life. During this phase, adolescents must integrate various roles into a consistent self-identity. If they fail to do so, they may experience confusion over who they are.



## What's In

### ACTIVITY 1.1. : Me, Myself, and I

*(Character, Critical - Thinking, Creativity)*

**Instruction:** Draw your lifestyle when you're still a child and your lifestyle when you're already an adolescent. Below your drawing, write your characteristics in terms of physical appearance, emotional state, and behavior. What has changed over the years?

CHILD SELF			ADOLESCENT SELF		
PHYSICAL	EMOTIONAL	BEHAVIOR	PHYSICAL	EMOTIONAL	BEHAVIOR



#### **Notes to the Teacher**

Students can visit the website [www.habitsforwellbeing.com](http://www.habitsforwellbeing.com) for understanding the importance of "Knowing yourself", through habits that can improve sense around and the self. It is a great site for looking answers in the philosophical and psychological understanding the self, especially in this trying times.

**Note: For learners who are using online platform**

**The learning module emphasizes on the 5-C skills being developed by the learners through the activities - (Communication, Collaboration, Creativity, Critical thinking and Character Building).**



## What's New

Many things change as one undergoes puberty and becomes an adolescent.

### Activity 1.2. Enumeration (*Critical-Thinking, Character*)

**Instruction:** Enlist 6 awkward changes that have occurred in your adolescent life. Explain how you managed each one of them

**Physical changes during Adolescence - At a glance**

For **girls**, you might start to see early physical changes from about 10 or 11 years,



## ***What is It***

but they might start as early as 8 years or as old as 13 years. These physical changes during puberty include:

- development of breast
- changes in body shape and height
- growth of pubic and body hair
- onset of menstruation or monthly period

For **boys**, physical changes usually start at around 11 or 12 years, but they might start as young as 9 years or as old as 14 years. These physical changes include:

- growth of the penis and testes (testicles)
- changes in body shape and height
- erections with ejaculation
- growth of body and facial hair
- changes in voice.

### **Body Image Concerns**

It is within the context described above that children and adolescents begin to form their perception of their own bodies – their body image. Body image can be defined as the subjective evaluation of one’s body and appearance (Smolak & Thompson 2009). Related to one’s body and appearance, this comprises thoughts (e.g. “I think I look bad in photographs”), feelings (“I hate the way I look”), as well as perceptions (“I am too fat”). In body image research, a person’s body image is often described in terms of the level of body-esteem (referring to self-esteem in relation to body and appearance) or body dissatisfaction (referring to negative feelings and thoughts about one’s body and appearance) which a person may be experiencing.

### **Nutrition, Health, and Hygiene**

Nutrition and dietary habits during adolescence

Adolescence is a period of rapid physical growth, with a corresponding increase in nutritional requirements to support the increase in body mass and to build up stores of nutrients. The daily intake of nutritional requirements increases according to the following factors:

**Age:** at the beginning of puberty, with the increase of height and at the last stage of adolescence;

**Gender:** adolescent girls require 10% more nutrients, iron and iodine in particular than boys;

**Pregnancy:** during the second half in particular, as well as during the first six months of breastfeeding, it is advised that the first pregnancy after marriage be postponed at least until the girl is over 18 years old because it might not be possible to meet added nutritional requirements, especially among middle income and poor families; and

**Activities and sports:** heavy physical sports in particular such as swimming, running, and ball games

### **Improving the nutrition of adolescents**

Adolescent nutrition can be improved through several measures including:

- recognition of the increased nutritional requirements of adolescents;
- nutritional education for the promotion of healthy dietary habits stated below;
- adequate diet at specific times;
- control of excessive indulgence in food, especially those foods high in sugar and fat;
- minimizing the intake of sweets and snacks between main meals, especially junk food snacks;
- regular physical exercise to burn excess calories and to strengthen muscles;
- regular intake of breakfast;
- use of sugar replacement if prone to obesity; and
- ensuring that poultry and poultry products, including meat are well-cooked, and clean.

### **Major Health Concerns of Adolescents**

**Obesity:** Obesity is a grave nutritional problem for adolescents. It simply means that the energy intake exceeds the amount of energy consumed, and the residual difference accumulates in the body to cause fat. Over consumption of food is the main reason for obesity, specifically foods rich in sugar, starch and fat, like nuts, sweets, chocolate and soft drinks. Snacks and junk foods eaten with or in between meals, and popcorn, pizza and nuts consumed while watching television, also causes obesity. The energy consumed in sports, walking, manual work or physical exercise is usually less than the calorie intake.

**Anemia:** Anemia is the most prevalent nutritional deficiency in the world, affecting no less than two billion people. Primarily caused by iron deficiency, its acute symptoms manifest particularly among adolescent girls. During menarche, teenage girls need 10% more iron than boys of the same age because of blood loss in menstruation. Poor families often fail to provide the extra iron intake needed for these adolescent girls who also have a heavy workload at home. In addition, there is the possibility of sex discrimination in interfamilial food distribution in some families with girls having a smaller share than boys.

**Iodine deficiency:** Iodine is a basic life element for humans. Iodine deficiency leads to goiter, abortion and mental retardation. Deficiency means a severe lack of nutrition needed that might have a pathological effect. The need for iodine increases during adolescence.

**Depression:** The term “depression” is often used in daily conversation to refer to bouts of sadness, moodiness or disappointment that last for a few days. However, this is not depression, which is a specific clinically recognized condition diagnosed by psychologists or psychiatrists.

**Sexually Transmitted Diseases (STDs):** The lifestyles adopted by adolescents and youth will largely decide their risks of having sexually transmitted disease and HIV infection. It must be understood that these age groups are vulnerable to such infections. For example, ages from 20 to 24 usually have the highest incidence of HIV infection followed by those from 15 to 19 years of age. Examples for STDs: Syphilis (spirochete), Hepatitis B (virus), Herpes (virus), HIV (virus), AIDS (disease), Trichomoniasis vaginitis (flagellar), Genital warts (virus) and Chlamydia infection (intracellular organisms).

### **Adolescence is a time to build on these basics**

Good hygiene habits in childhood are a great foundation for good hygiene in the teenage years. And if you’ve got open, honest communication with your child, it’ll make it easier to talk about the personal hygiene issues that come up in adolescence.

### **Why good personal hygiene matters?**

Keeping your body clean is an important part of staying healthy. The simple act of washing hands before eating and after using the toilet is a proven and effective tool in fighting germs to avoid sickness. Being clean and well-presented is also an important part of gaining confidence for teenagers.

### **Helping adolescent child with the basics of personal hygiene:**

**Body odor:** When children reach puberty, a sweat gland in their armpit and genital area develops. Regular changing of underwear and other clothes worn next to the skin is especially important. These clothes collect all sorts of stuff that bacteria love to eat, including dead skin cells, sweat and body fluids. That’s why they get smelly. The onset of puberty is also a good time for your child to start using anti-perspirant deodorant. You can encourage your child to do this by letting her choose her own.

**Smelly feet:** Smelly feet and shoes can also be a problem, whether you are sporty or not. One can avoid this by giving your feet extra attention while taking a shower, and making sure they are completely dry before putting your socks and shoes on. It is a good idea to alternate your shoes and to wear cotton socks instead of those made of synthetic fibers.

**Dental hygiene:** Brushing teeth twice a day, flossing and going to the dentist regularly are vital to avoid bad breath, gum problems and tooth decay.

**Girls:** Although all teenagers have the same basic hygiene issues, girls will be needing help to manage their monthly periods. Adolescent girls should be told to change their pads more often as well as to dispose these used pads hygienically. Teenagers do need extra time in the bathroom. While teenagers are learning to shave or to handle their periods, these hygiene activities might take a bit longer.

**Boys:** Boys will need advice about shaving (how to do it and when to start), looking after their genitals, and about bodily fluids.

**Special Needs:** Young people with special needs are likely be needing extra support with their personal hygiene. When you are thinking about how to discuss

hygiene to a child with special needs, his/her learning ability and style might be a factor.

You may consider breaking the hygiene tasks (such as showering, shaving, using deodorant and cleaning teeth) into small steps. This way, they might be easier for adolescent to learn.

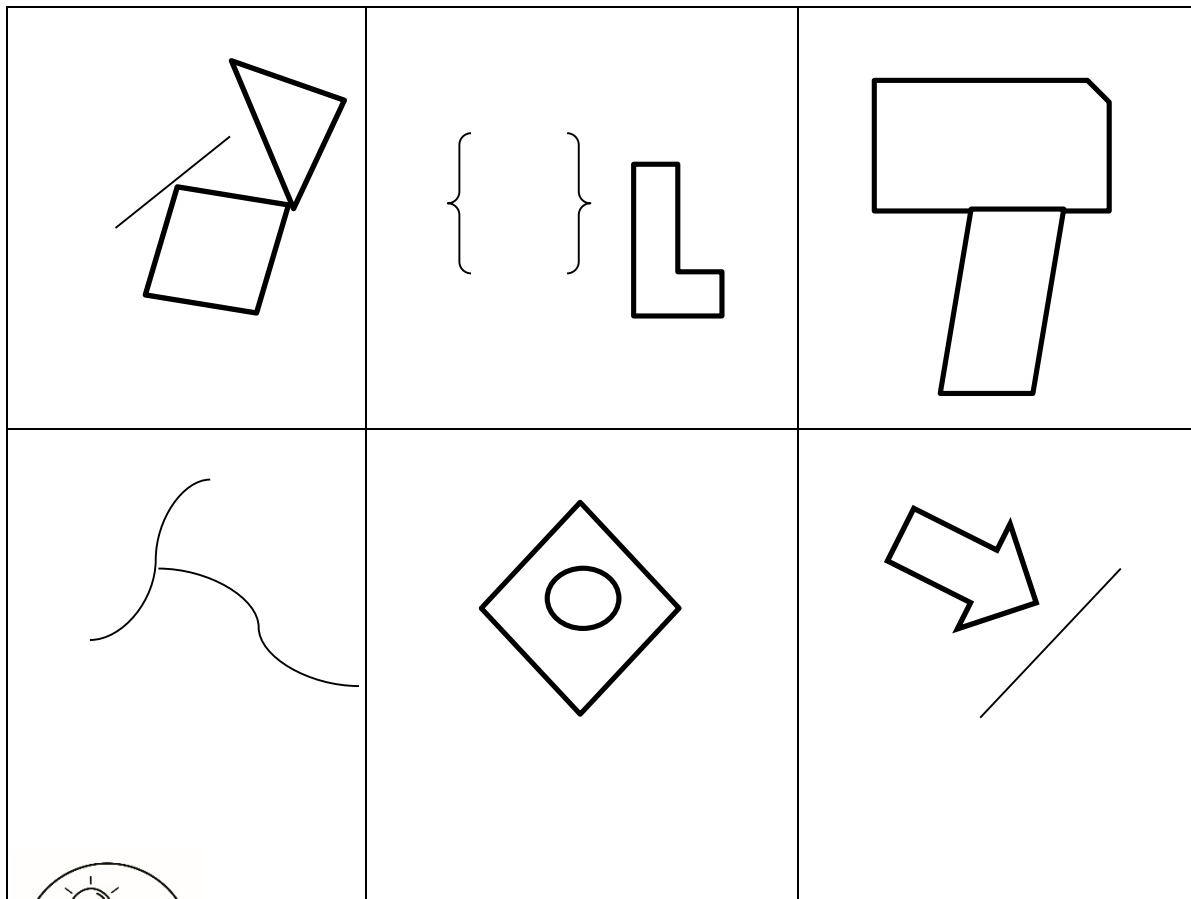
**Start early - before puberty:** If you keep reinforcing messages about personal hygiene, most adolescent will get there in the end.



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

### **Activity 1.3. Comic Story (Creativity, Character)**

**Instruction:** Using the incomplete figures in each box, draw something that comes into your mind. Once you completed drawing the 6 figures you've created, make a comic story about it which tackles the lesson that was discussed. Make it as creative as possible.



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

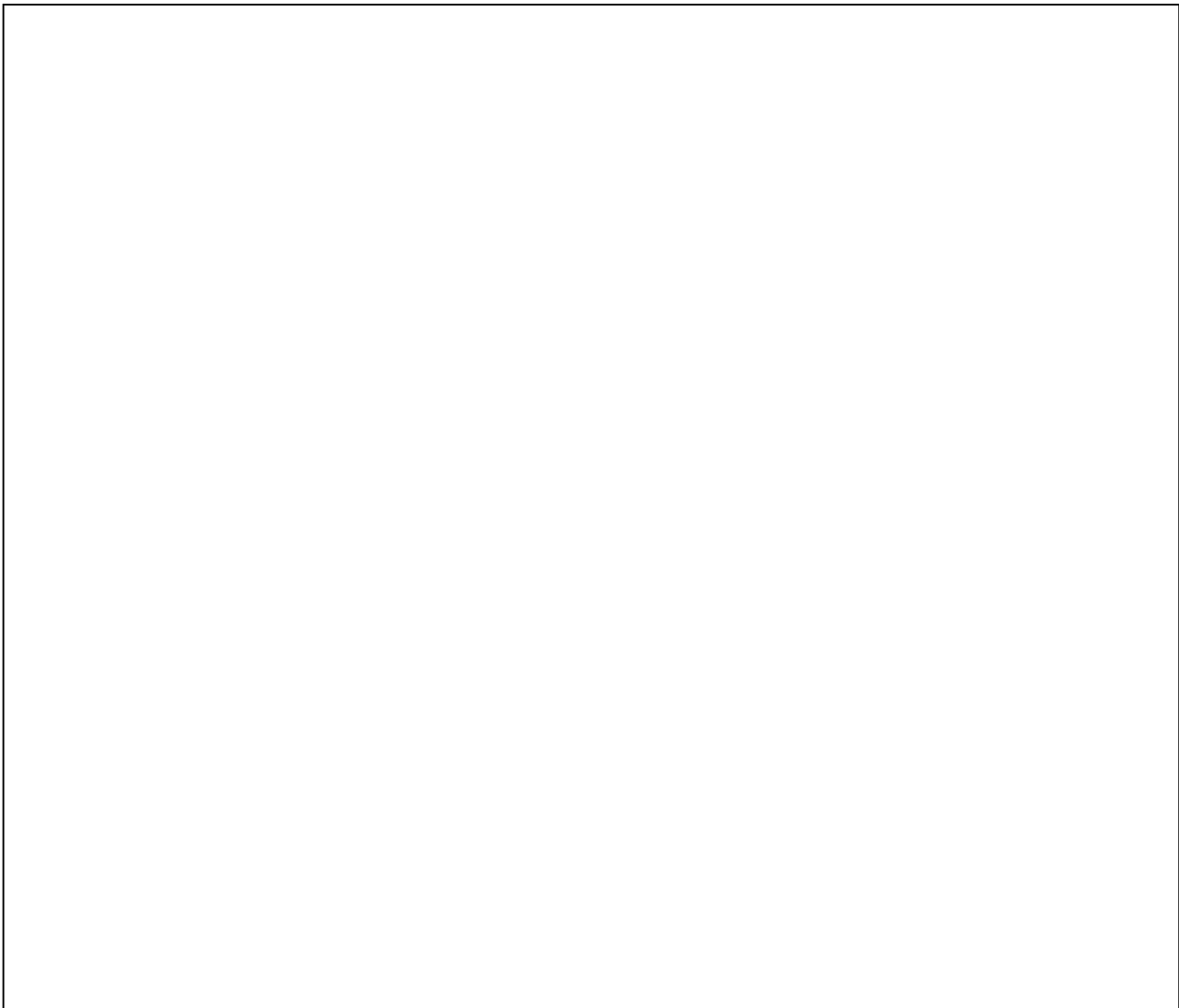
**Activity 1.4. Story making (*Creativity, Critical-Thinking, Character*)**

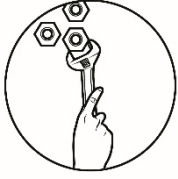
Let us reflect on what you have learned!

**Instruction:** Using the keywords below, create a story about an adolescent character that experiences a certain challenge and how the character overcome that challenge.

**KEYWORDS:**

**House, Forest, Book, Door,  
Window, Canteen, Guitar**





## What I Can Do

### Essay

**Instruction:** Write an essay about the question “What solutions will you suggest for adolescents to overcome these challenges?”.

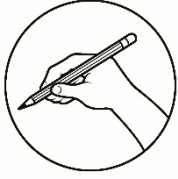
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## ESSAY

What solutions will you suggest for adolescents to overcome these challenges? (Give at least 1 example each ~ physical, behavioral, emotional)



## **Assessment**

Let's see what you have remembered!

**Instruction:** FILL IN THE BLANKS. Write your answer on the space provided.

1. The daily intake of nutritional requirements increases according to the following factors: AGE, PREGNANCY, GENDER, and \_\_\_\_\_.
2. \_\_\_\_\_ is caused primarily by iron deficiency and manifested by acute symptoms.
3. \_\_\_\_\_ can be defined as the subjective evaluation of one's body and appearance that comprise thoughts, feelings, and perceptions related to the body's appearance.
4. Growth of pubic and body hair occurs during \_\_\_\_\_.
5. Adolescence is a period of rapid physical \_\_\_\_\_, with corresponding increase needs in nutritional requirements to support the increase in body mass and to build up stores of nutrients.

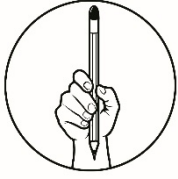
### **Lesson**

## **2**

# **Evaluation of an Adolescent's Development through the Significant People in their Lives**

Society plays a huge role in molding teens' behavior, character, and attitude. It determines how they see other people, their general outlook, and their ethics.

Parents, and other family members, can also influence all these things, but the things that will remain with the kids for the long term are learned from society. Now society comprises of a lot of different things that include media, neighborhood, laws, and school.



## ***What I Know***

Before we go on with the lesson, let's start with a simple activity. This will test what you already know about our topic.

### **PRE-ACTIVITY: Draw that Scenario! (*Creativity, Character*)**

**Instruction:** Draw a scenario wherein it answers the question "How do the people around you affect your life?" Make it as creative as possible.



## ***What's In***

### **POEM ON HOW TEENAGERS' LIFE MIGHT BE LIKE**

This **poem** might give you a wider perspective on how adolescents mature and grow.

#### **"The Teenage Years"**

**by: Sarah Gray**

We learn from our mistakes,  
from the wrong turns we take,  
from the fake friends we make,  
and from the times we almost break.

Our mistakes help us grow,  
but at the time, we didn't know.  
We didn't want our weakness to show.  
At the time, we couldn't let them know.

Our fake friends were there  
but they didn't actually care.  
Our secrets they would share,  
and now as they pass, they just stare.

Not breaking means you're strong.  
You'd know where you went wrong,  
as if you weren't waiting so long  
to explain yourself, but stay  
strong.

So here's the liars and traitors,  
all the wannabes and haters,  
learning from our mistakes,  
and learning to spot the fakes.

Here's to being a teen,  
Live it up, 'cause we're living the  
dream.



## ***What's New***

Music can have many social psychological impacts and meanings for people at different periods of their development (Hargreaves, 1986; McPherson, 2006; North & Hargreaves, 2008). Music is a resource of considerable intellectual, artistic, cultural, technological, and economic breadth and depth. Young people, mainly, devote most of their time and money to music listening (Roberts, Henriksen, & Foehr, 2009). Listening to music is thus particularly essential and ubiquitous in the contemporary lives of media-socializing and multi-tasking adolescents (Brown & Bobkowski, 2011; Roberts et al., 2009).

### **Activity 2.1. Substitute the lyrics (*Creativity, Critical-Thinking*)**

**Instruction:** Substitute the lyrics of any song. Make the lyrics a story about an adolescent being affected by the society. It should tackle the impact of peers and family on the development of an adolescent.

**Social and emotional maturity is intertwined.**



## ***What is It***

As teens' emotional maturity increases, their relationships with their peers change as they become more vulnerable and emotionally intimate. This increased vulnerability and intimacy require greater trust among peers.

Thus, during the adolescent years, teen peer groups become increasingly crucial as they experience closeness in these friendships resulting in more gratifying relationships. Nowadays, teens turn to their friends for help; instead of their families as the first line of support during times of worry or upset. This increased reliance on friendships is yet another way for teens to demonstrate their growing independence.

**Teens modify their behavior, activities, etc. to be accepted by a peer group.**

Since acceptance by a peer group becomes essential, teens modify their speech, dress, behavior, choices, and activities to become more similar to their peers. This increased similarity among peers provides them a sense of security and affirms their acceptance into their chosen peer group. The developmental theorist Erik Erickson described this developmental step as a crisis of identity vs. identity confusion.

When teens modify their choices or behavior in order to conform to what their friends are doing, they are adapting to peer pressure. Peer pressure is often associated with adverse outcomes such as skipping school, wearing distasteful clothing, or drinking alcohol, and using drugs. However, many parents do not recognize that peer pressure may also have a positive influence. Because of advanced cognitive and emotional maturity, teens can now encourage each other to make wise decisions and discourage them from making wrong choices.

Since it is vital for youth to "fit in" with their peer group, they may also decide to participate in the same hobbies or activities as their friends. Doing so will enable them to spend more time together and to bond over shared experiences. In general, teens will gravitate toward peer groups with whom they share common interests and activities, similar cultural backgrounds, or simply a similar outlook on life. Nevertheless, as teens experiment with their identity, they may be attracted to peer groups with very different interests.

In summary, during adolescence, the number of close friendships decline, but the quality of these relationships becomes more vulnerable, trusting, and intimate. Meanwhile, the number of casual acquaintances continues to rise, as youths' social networks expand due to sophisticated communication technologies, new recreational and social activities, new educational experiences, and employment.

## **FAMILY**

### **Role of Family in Adolescent's Development**

Developmental theories view adolescence as a period of growth in which identity formation is addressed. This view means that the family's role is lessened or that family has only a limited role in the lives of young people at this time.

However, research shows that ongoing positive family connections are protective factors against a range of health risk behaviors. Although the nature of relationships is changing, the continuity of family connections and a secure emotional base is crucial for the positive development of young people.

### **Family is still important.**

It is typical for young people to begin to think for themselves and question aspects of their lives and family relationships. These changes may mean times of anger and frustration leveled at the family, but majority of circumstances proved that these feelings are likely to be temporary or circumstantial.

### **Adolescents are moving towards becoming independent physically, emotionally and cognitively, and yet they are still growing.**

Young people require stability in a home or environment, where they may get a secure emotional base from which to explore and experience the world. This sense of security provides them with somewhere to come back to for reassurance, support, and unconditional love, particularly during tough times.

A young person benefits from expectations of respect, consideration, and reciprocity in family relationships. They still benefit from 'trying out' thoughts, feelings, and behaviors within the family environment, and from observing and experiencing relationships within families. There will still be times when they fall, yet they will benefit from understanding and support to pick them up.

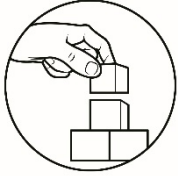
### **Changing role of parents**

A parent's relationship and caring role with a young person continues to be vital, although the relationship will need to be flexible to adapt to the teenager's changing needs. At this time, there will need to be a gradual change from a more authoritative approach, to a more collaborative approach.

Parents need to face the (painful) reality that their child is no longer a child, is becoming independent, and is no longer within their control. They may feel distressed as they perceive that the young person will not listen to them, or does the opposite of what they may suggest.

They may have to watch their young person disregard the things they taught them were necessary, such as ways to look after their health, or their future goals (as the parent envisaged it).

Parents have to learn to 'let go,' not of the relationship, but their dreams for the young person. This may include their full authority over young people so that they may allow them to develop their own dreams and greater self-responsibility.



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

### **Activity 2.2. SYMBOL + ACROSTIC POEM (*Critical-Thinking, Creativity*)**

**Instruction:** Draw a symbol that depicts the lesson discussed. Explain it by creating an acrostic poem for the word "ADOLESCENCE".

**SYMBOL:**

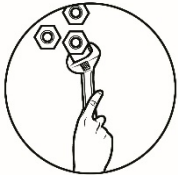


## ***What I Have Learned***

Let us reflect on what you have learned!

### **Activity 2.3. Substitute the lyrics (*Critical-Thinking, Creativity*)**

Substitute the lyrics of any song (chorus part). Make it related about the lesson discussed.



## ***What I Can Do***

### **Activity 2.4. Enumeration (*Critical-Thinking*)**

Who are those people that you think has affected you in your development as an adolescent?

List 2 people and explain why.



## **Assessment**

Let's see what you have remembered!

**Instruction:** TRUE OR FALSE. Write the word **TRUE** if the statement is correct. Otherwise, write **FALSE**.

- \_\_\_\_\_ 1. Social and emotional maturity is intertwined because an adolescent's peers are affected by his/her emotional situations.
- \_\_\_\_\_ 2. Peer pressure is the reason why teens modify their behavior, activities, etc. just to be accepted in a group.
- \_\_\_\_\_ 3. The role of family, especially parents in adolescent's development is to guide them and help them adapt to their changing needs.
- \_\_\_\_\_ 4. The importance of family to an adolescent becomes less for they become more independent as they grow older.
- \_\_\_\_\_ 5. Adolescents can easily adapt to the changes in their lives by themselves for they are more independent than before.

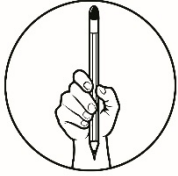
### **Lesson**

# **3**

## **Ways on how to become Capable and Responsible Adolescent prepared for Adult Life**

Be responsible and make good choices.

Becoming responsible and being able to make good choices are fundamental traits, no matter what developmental stage you are. It holds true for adolescents especially that they are just beginning to internalize and imbibe virtues, values, and other essential qualities.



## ***What I Know***

Before you go on with the lesson, let us start with a simple activity. This will test what you already know about our topic.

**Instruction:** List down all the things you have done that you think can help you in your adult life.

A large, empty rectangular box with a double-line border and a shaded gray area at the bottom, intended for writing a list of activities.A second large, empty rectangular box, identical to the first one, for writing a list of activities.

Do you think these things you have done will make you ready for your adult life?  
Let's find out in this lesson.



## ***What's In***

Music has a big part of a teenager's life. Music helps teens safely, explore ideas and emotions, and express themselves without words. Exposure to positive influences through music can help teens learn coping mechanisms and appropriate responses to stressful situations. Music also helps teens connect social groups and gain a feeling of belonging

Here is a song that encases a person; that time moves faster when one gets older. So be prepared for it so that you will have an amazing adult life.

### **“Time”**

by: Pink Floyd

Ticking away the moments that make up a  
dull day  
Fritter and waste the hours in an offhand  
way.  
Kicking around on a piece of ground in  
your home town  
Waiting for someone or something to show  
you the way.  
Tired of lying in the sunshine staying home  
to watch the rain.  
You are young and life is long and there is  
time to kill today.  
And then one day you find ten years have  
got behind you.  
No one told you when to run, you missed  
the starting gun.  
So you run and you run to catch up with  
the sun but it's sinking  
Racing around to come up behind you  
again.  
The sun is the same in a relative way but  
you're older,  
Shorter of breath and one day closer to  
death.  
Every year is getting shorter never seem to  
find the time.  
Plans that either come to naught or half a  
page of scribbled lines

Hanging on in quiet desperation is the  
English way  
The time is gone, the song is over,  
Thought I'd something more to say.  
Home  
Home again  
I like to be here  
When I can  
When I come home  
Cold and tired  
It's good to warm my bones  
Beside the fire  
Far away  
Across the field  
Tolling on the iron bell  
Calls the faithful to their knees  
To hear the softly spoken magic spell



## ***What's New***

### **Activity 3.1. Enumeration (*Critical-Thinking, Character*)**

**Instruction:** List down all your improved qualities you acquired during your adolescent life. Explain how it may help you in preparing for adult life.

**Treat “difficulties” as “challenges”**

It may not be easy to be a teenager. There may be lots of things going on in various facets of their lives.



## ***What is It***

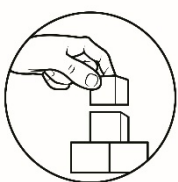
The demands and expectations of their parents and other people around them can also be stressful. However, the good news is, they can treat these “difficulties” as “challenges,” which can make their lives exciting. Having that mindset is also an indication of becoming a responsible and mentally mature adolescent.

### **8 simple rules which could help teenagers become a responsible adolescent prepared for adult life:**

1. Focus on your studies and do well in all your endeavors. There is a time for everything.
2. Take care of your health and hygiene. Healthy body and mind are important as you journey through adolescence.
3. Establish good communication and relation with your parents or guardian. Listen to them. Though this may be easier said than done at this stage, but creating good relationship with them will do you good as they are the ones you can lean on especially in times of trouble.
4. Think a lot before doing something. Evaluate probable consequences before acting. Practice self-control and self-discipline.
5. Choose to do the right thing. There are plenty of situations in which it is better to use your mind rather than your heart.
6. Do your best to resist temptations, bad acts, and earthly pleasures and commit to being a responsible adolescent.
7. Respect yourself. You are an adult in the making. Do not let your teenage hormones get into you. If you respect yourself, others will respect you too.
8. Be prepared to be answerable or accountable for your actions and behavior. It is part of growing up in becoming an adult.

### **Ease the transition from being an adolescent to being an adult by practicing essential skills while you’re still at home.**

While still at home, you can help ease the transition by practicing essential skills, like proper management of time and money. To manage time well, always try to be punctual when meeting friends and family, as this shows respect for their time. To become skilled at managing your money, start by learning to budget. You can make this easier by downloading a budget app onto your smartphone. Input all your expenses and bill payments, to keep track of your spending and savings. Once you gain confidence with your budgeting and time skills, gradually work toward becoming independent from your family by setting goals like getting work.

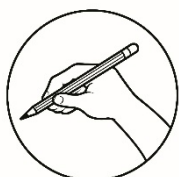


## ***What’s More***

**Activity 3.2. Poem (Creativity, Critical-Thinking)**

**Instruction:** Create a poem to encourage adolescents prepare for their adult lives. It must consist of: 4 stanzas with 4 lines each.

The workspace is a large light-green rectangle with a darker green border. At the top is a large white rectangular box. Below this, the space is divided into two columns. Each column contains four white rectangular boxes, one above the other. Each of these four boxes is preceded by a blue scroll icon with a white ribbon-like end, suggesting a line of text. The entire workspace is set against a light green background with a darker green floor area at the bottom.



**Assessment**

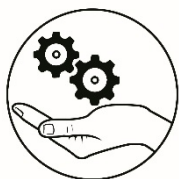
Let's see what you have remembered!

**Instruction:** Answer the following questions. Write your answer on the space provided.

1. Why do you have to make good choices when you are preparing for adult life?
2. What does "Treat difficulties as challenges" mean? Explain.
3. Explain each of the 8 simple rules which could help teenagers become a responsible adolescent prepared for adult life in one sentence.
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
  - g.
  - h.
4. How will you ease the transition of being an adolescent into becoming an adult?

**RUBRICS FOR CHECKING (ASSESSMENT)**

NUMBER	POINTS		
	1	3	5
1	The answer is not understandable. The student wasn't able to give any example.	The answer is understandable. The student didn't meet the req. to give at least 3 ex. each.	The answer is clearly conveyed. The student is able to give 3 ex. or more.
2	The answer is not understandable. It is explained badly.	The answer is understandable. It is explained decently.	The answer is clearly conveyed. It is explained impressively.
3	The student explained only three of the 8 simple rules which could help teenagers become a responsible adolescent prepared for adult life.	The student explained only six of the 8 simple rules which could help teenagers become a responsible adolescent prepared for adult life.	The student explained all the 8 simple rules which could help teenagers become a responsible adolescent prepared for adult life.
4	The answer is not understandable. It is explained badly.	The answer is understandable. It is explained decently.	The answer is clearly conveyed. It is explained impressively.



***Additional Activity***

**ADDITIONAL ACTIVITY: Portfolio (Creativity, Critical-Thinking)**

**Instruction:** Create a portfolio regarding all the topics discussed. The portfolio that you will be creating should consist of 5 pages which include:

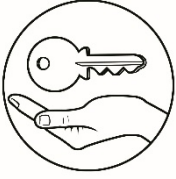
COVER PAGE

CONTENT (PICTURES W/ EXPLANATION)

CONTENT (PICTURES W/ EXPLANATION)

CONTENT (PICTURES W/ EXPLANATION)

REFLECTIVE ESSAY



**Answer Key**

<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1. ACTIVITIES AND SPORTS</li> <li>2. Anemia</li> <li>3. Body Image</li> <li>4. puberty</li> <li>5. growth</li> </ol>	<p><b>What's More</b></p> <p>EXAMPLE:</p> <p>You formed a child turning into an adult using those figures. It can depict the physical development of adolescents.</p>	<p><b>What I Know</b></p> <ol style="list-style-type: none"> <li>1. PHYSICAL</li> <li>2. EMOTIONAL</li> <li>3. BEHAVIORAL</li> <li>4. PHYSICAL</li> <li>5. EMOTIONAL</li> <li>6. BEHAVIORAL</li> </ol>
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**LESSON 1**

<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1. FALSE</li> <li>2. TRUE</li> <li>3. TRUE</li> <li>4. FALSE</li> <li>5. FALSE</li> </ol>	<p><b>What's More</b></p> <p>Use your creative mind in making a symbol. After that, explain it by creating an acrostic poem.</p>	<p><b>What I Know</b></p> <p>EXAMPLE:</p> <p>You drew a scenario wherein violence is abundant around you. In this case, it may reflect on your actions on a daily basis.</p>
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**LESSON 2**

<b>Assessment</b>	<b>What's More</b>	<b>What I Know</b>
<p>1. In order for you to have a successful life, etc.</p> <p>2. You must take difficulties as challenges that you need to face for you to become stronger.</p> <p>3. The student must use his/her own words to explain the rules.</p> <p>4. Stated in the lesson.</p>	<p>The student must use his/her creative mind for him to write a meaningful poem about the lesson.</p>	<p>The student may state their personal belief:</p> <p>EXAMPLE: Being able to cook</p>

- **LESSON 3**

**RUBRICS FOR CHECKING (PORTFOLIO)**

	4	7	10	POINTS
CREATIVITY	The design is dull. The output isn't attractive to look at.	It is creatively made. The design is decent.	The output is great. The design is pleasing to the eye.	
CLEANLINESS	It isn't pleasing to the eye. The output doesn't look neat.	It looks good at first sight. There is some noticeable unclean parts.	The portfolio is neat and is nice to look at.	
CONTENT	The content is not understandable. The words used aren't appropriate.	The content is understandable. The words used are decent.	The content is clearly conveyed. The words used are impressive.	
TOTAL				

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