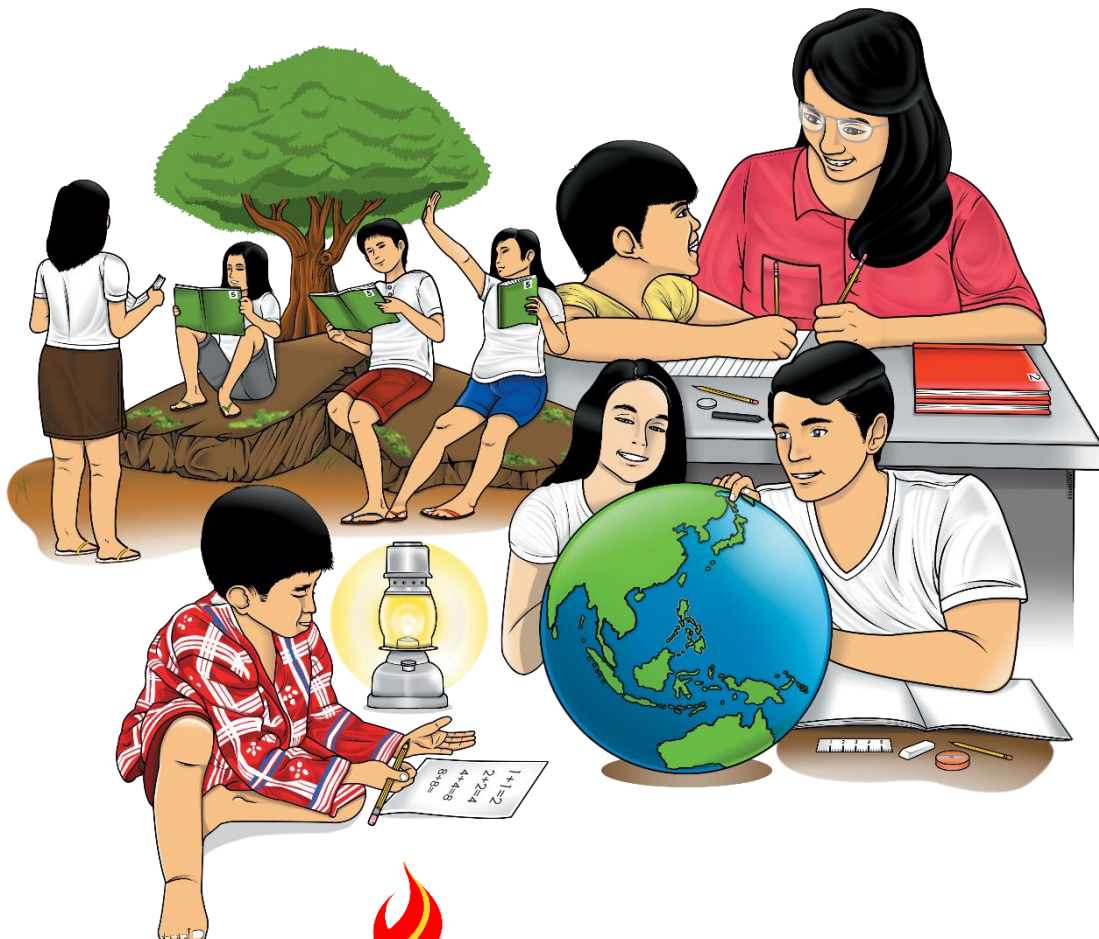


Senior High School

Personal Development

Quarter 1 – Module 2:

Knowing Oneself – Characteristics, Habits, and Experiences



**Personal Development
Alternative Delivery Mode
Quarter 1 – Module 2: Knowing Oneself – Characteristics, Habits, and Experiences
First Edition, 2021**

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Senior High School

Personal Development
Quarter 1 – Module 2:
Knowing Oneself –
Characteristics, Habits, and
Experiences

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

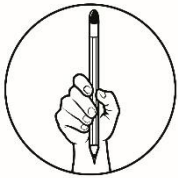
Thank you.



What I Need to Know

This material was crafted to give you – learners, the right amount of assistance for you to absorb and acquire all the necessary concepts and nature comprising oneself. Lessons are bounded on the performance and content standard, learning competencies and level of the learners. This also used languages appropriate to the understanding of the varied types of students' learning acquisition. Sequence of the lessons adhered to the arrangement of the competencies as reflected on the DepEd's curriculum guide for this course.

After going through this module, you are expected to share his/her unique characteristics, habits, and experiences



What I Know

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

1. The period wherein a young individual develops from a child into an adult.
 - a. adulthood
 - b. adolescence
 - c. early adulthood
 - d. early childhood
2. _____ is the important factor of what we thought about ourselves.
 - a. classmate
 - b. family
 - c. friend
 - d. self
3. _____ is your features or own qualities that made you a unique one.
 - a. characteristics
 - b. experiences
 - c. habits
 - d. wants
4. An emotional state wherein you evaluate yourself.
 - a. negative self-esteem
 - b. positive self-esteem
 - c. self-efficacy
 - d. self-esteem
5. _____ will arise when you feel that you are worthy, and people will accept you.
 - a. negative self-esteem
 - b. positive self-esteem
 - c. self-efficacy
 - d. self-esteem

6. _____ is the term used that refers to something you do repeatedly and regularly?
- characteristics
 - experiences
 - habits
 - wants
7. _____ is the term associated in when you feel bad, and you think you disappointed others.
- negative self-esteem
 - self-esteem
 - self-efficacy
 - positive self-esteem
8. It is the skills or knowledge you have gained because you have done it already from the past.
- characteristics
 - experiences
 - habits
 - wants
9. Which category below emphasizes if someone is portraying different roles in front of others?
- autobiographical author
 - judge
 - motivated agent
 - social actor
10. Which of the following is NOT one of the Five ways that influenced self-efficacy beliefs?
- affective sensations
 - imaginal performances
 - performance experiences
 - verbal persuasion
11. This refers to your beliefs about what you can do with your abilities.
- self-efficacy
 - self-esteem
 - self-identity
 - self-judgement
12. What do you call if self-efficacy beliefs may be influenced when people matter to you telling you that they believe in you?
- affective sensations
 - imaginal performances
 - performance experiences
 - verbal persuasion
13. It is one of the categories to improve oneself wherein an individual do thing based on his/her dreams, desires and goals.
- autobiographical author
 - judge
 - motivated agent
 - social actor
14. Which of the following is NOT likely a factor in identifying the level self-esteem?
- how satisfied you are in a relationship
 - how you view your performance
 - own appearance
 - your acquaintance
15. In what category does a person belong when he/she create his/her own story (past, present, and future)?
- autobiographical author
 - judge
 - motivated agent
 - social actor

Lesson**2****Personal Development:
Knowing Oneself**

Self-awareness is an understanding of oneself as unique from others. As an individual, we commonly observe, and undeniably, judge other people's manners, beliefs, and lifestyle. However, it can be perceived, though, that most people find it hard to make good and sound evaluation toward their own behavior, traits, and personality. In this lesson, we will try to know ourselves better by having careful reflections on how we see ourselves as an individual and understanding our characters particularly as young and late adolescent.

***What's In***

One of the most common self-report measures of self-esteem is taken from the Rosenberg Self-Esteem Scale. Indicated below is a list of statements dealing with your general feelings about yourself. Kindly encircle your answer on how strongly you agree or disagree with each statement.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1. On the whole, I am satisfied with myself.	1	2	3	4
2. At times I think I am no good at all.	1	2	3	4
3. I feel that I have a number of good qualities.	1	2	3	4
4. I am able to do things as well as most other people	1	2	3	4
5. I feel I do not have much to be proud of.	1	2	3	4
6. I certainly feel useless at times.	1	2	3	4
7. I feel that I'm a person of worth, at least on an equal plane with others.	1	2	3	4
8. I wish I could have more respect for myself.	1	2	3	4
9. All in all, I am inclined to feel that I am a failure.	1	2	3	4
10. I take a positive attitude toward myself.	1	2	3	4



Notes to the Teacher

As the facilitator, kindly assist and explain to learners the scoring in Rosenberg Self-Esteem Scale.

Scoring:

Items 2, 5, 6, 8, 9 are reverse scored.

Give "Strongly Disagree" 1 point, "Disagree" 2 points, "Agree" 3 points, and "Strongly Agree" 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

Guide Questions:

1. What item do you find comfortable to answer?
2. Does this activity determine your general feelings? Why or why not?



What's New

Adolescence is the period when a young individual develops from a child into an adult. There are many changes that can happen to an adolescent like you and some of those are: how you look, how you take your role in the community, how other people expect you in making decisions on your own, and how you perceive yourself. Although the "Self" is one of the factors of what we thought about ourselves, it is also the result of what we think and/or do.

Many people believe that we are the product of our own experiences. Those experiences shape our unique qualities and habits that define who we as a person and differ from others. Your features or own qualities that made you a unique are characteristics; when you do something repeatedly and regularly it is a habit; and experiences are the skills or knowledge you have gained because you have done it already from the past.

Now let us focus on when and how our characteristics, habits, and experiences develop and manifest by identifying some of the factors that may affect a person's "Self".

Self-Esteem

Self-esteem is your evaluation of your own worth. It may be positive or negative. Positive self-esteem is the valuation that is pleasing and acceptable according to your standard and that of others, while negative self-esteem is the opposite which is feeling distraught or down and unaccepted by others. Our self-concept will contain many positive thoughts and we will have high self-esteem if we have completed an important task, done something that we believe is valuable or important, or if we feel accepted and respected by others. Thus, self-esteem does not imply that one believes that he or she is better than others, only that he or she is a person of worth (Diener & Lucas 2017).

Our self-esteem may change from time to time depending on the situation we encounter in our daily life. Since it can be partly a trait that someone can possess, it depends on how you perceive the things coming your way.

Self-esteem can be tested in two ways: explicitly and implicitly, and both methods reveal that most people have a favorable image of themselves. The Rosenberg Self-Esteem Scale is a popular explicit self-report measure of self-esteem (Stangor et al.). Higher scores on the scale indicate higher self-esteem.

Self-Efficacy

Efficacy has a specific impact on behavior and emotions, allowing people to effectively manage problems and achieve desired outcomes. It is your desire to influence something specific. It's a self-confidence in your ability to attain your most significant goal. The greater the likelihood of achieving a positive outcome, the stronger the belief. For example, if you want to get a better grade and are secure in your belief, it will happen.

Self-efficacy may sound like a term you're already familiar with—self-esteem—but they're not the same thing. Self-esteem is the measure of how much you like or "esteem" yourself, or how much you believe you are a decent and worthwhile person. Self-efficacy, on the other hand, refers to your belief in your ability to succeed and perform well in various areas of life, such as education, work, and relationships (Syrett 2020).

You can perform a certain job or achieving a specific goal by means of these five (5) different ways that influenced self-efficacy, from the ideas of Albert Bandura, a professor, and a psychologist.

- (a) Performance Experiences – if you are good at achieving your specific goal, then you probably think that you will achieve it again. When the opposite happens, if you fail, you will often think that you will fail again.
- (b) Vicarious Performances – if others achieved their goal or specific task, then you'll come to believe that you will also achieve your goal.
- (c) Verbal Persuasion – it is when people tell you whether they believe or not on what you can do or cannot do. The effect of your self-efficacy will depend on how that person matters to you.
- (d) Imaginal Performances – When you imagine yourself doing well, then it will happen.

- (e) The Affective States & Physical Sensations – if your mood or emotion (e.g. shame) and physical state (e.g. shaking) come together, it will affect your self-efficacy. If negative mood connects with negative physical sensation, the result will be negative. And if it is positive, most likely the result will be positive.

Self and Identity

Have you tried to talk with yourself in front of the mirror? What did you see? According to William James, a psychologist, “the *self* is what happens when I reflect upon ME”. Taylor described the self as a *Reflective Project*. How we see ourselves is geared toward improving ourselves depending on a lot of factors.

Dan McAdam, a psychologist, reiterated that even there are many ways on how we reflect to improve ourselves, it brings us back to these three (3) categories:

1. Self as Social Actor
 - We are portraying different roles and behaving for every type/set of people in front of us since we all care about what people think about us. It is practically for social acceptance.
2. Self as Motivated Agent
 - People act based on their purpose. They do things based on their own dreams, desires, and planned goals for the future. This, though, is not easily identifiable since it is self-conceptualized, unless it was shared with us.
3. Self as Autobiographical Author
 - He/she as the creator of his/her own entire life story. It is about how oneself is developed from his/her past, up to the present, and what he/she will become in the future.

Judgment and Decision Making

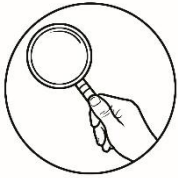
As an individual, you are expected to act and decide on your own. Most people tend to decide based on the intuitions and available information that could be a hindrance in making a wise decision and that could be a habit.

It is recommended that people think through critical judgement or decision. Unfortunately, we don't always do so. (Jhangiani 2020) Many of us place far more trust in our instincts than we should. And, even when we try to think logically, the way we enter data into formal decision-making procedures is frequently biased.

For instance, you applied for different courses in six (6) different universities, and you were able to qualify in all. Now, how will you decide? To help you, the idea of Bazerman and Moore in 2013 reiterated by Jhangiani that suggests the *Six Steps on How to Make a Rational Decision*:

1. Define the Problem (*select your most desired course*);
2. Identify the criteria necessary to judge the multiple options (*list things to be considered like location, facilities, prestige, etc.*);
3. Weight the criteria (*rank the criteria based on its importance to you*);
4. Generate alternatives (*the schools that accepted you*);
5. Rate each alternative on each criterion (*rate each school on the criteria you have identified*); and
6. Compute the optimal decision

Even the most significant judgments are frequently based on limited information and intuition. A totally reasonable judgment or decision requires a careful, systematic process.



What is It

You now have the idea on how things affect one's self. Knowing those factors, aspects, indicators, and ways to know yourself better was just an instrument to help you be able to meet and embrace your being. Who you are, what you do, and what you have been through are ultimate reasons why you are unique from others.

This activity will let you dig deeper by remembering some important aspects that made you who you are. You are opt to share your answers with your teacher/classmates.

“Me, Myself and I”

Think of a particular situation that you have been required to decide on your own for a very important matter.

1. What makes you doubtful to yourself?

2. For that instance, how the thoughts of other people about you affect your mood?

3. How does your biggest decision affect you and your decision-making?



Notes to the Teacher

Kindly facilitate the sharing of learners in class. You may ask the following questions and/or you may add questions you preferred to ask.

- 1. What question from the activity you find hard to answer?*
- 2. What are your realization after answering the question?*
- 3. How does it feel that you share part of your life with others?*



What's More

In this part, you will be given Two (2) different activities that will allow you to share how you see yourself and how others see you.

Activity 1.1

Some "One" Dear

You learned from the previous text that *Self* is a "Reflective Project". We do reflective assessment, and we keep on trying to change ourselves for what we think is the best. Big part of the reflecting process are considerations like how you think people perceive you. However, sometimes you could get so caught up with a lot of things that you tend to fail to formally project yourself to others.

This activity will open the chance for you to tell everything that you want to say to a person dear to you. You are tasked to create a letter for someone that matters to you. Share all your learnings, your discovered characteristics, habits, and experiences that you failed to tell him/her before.

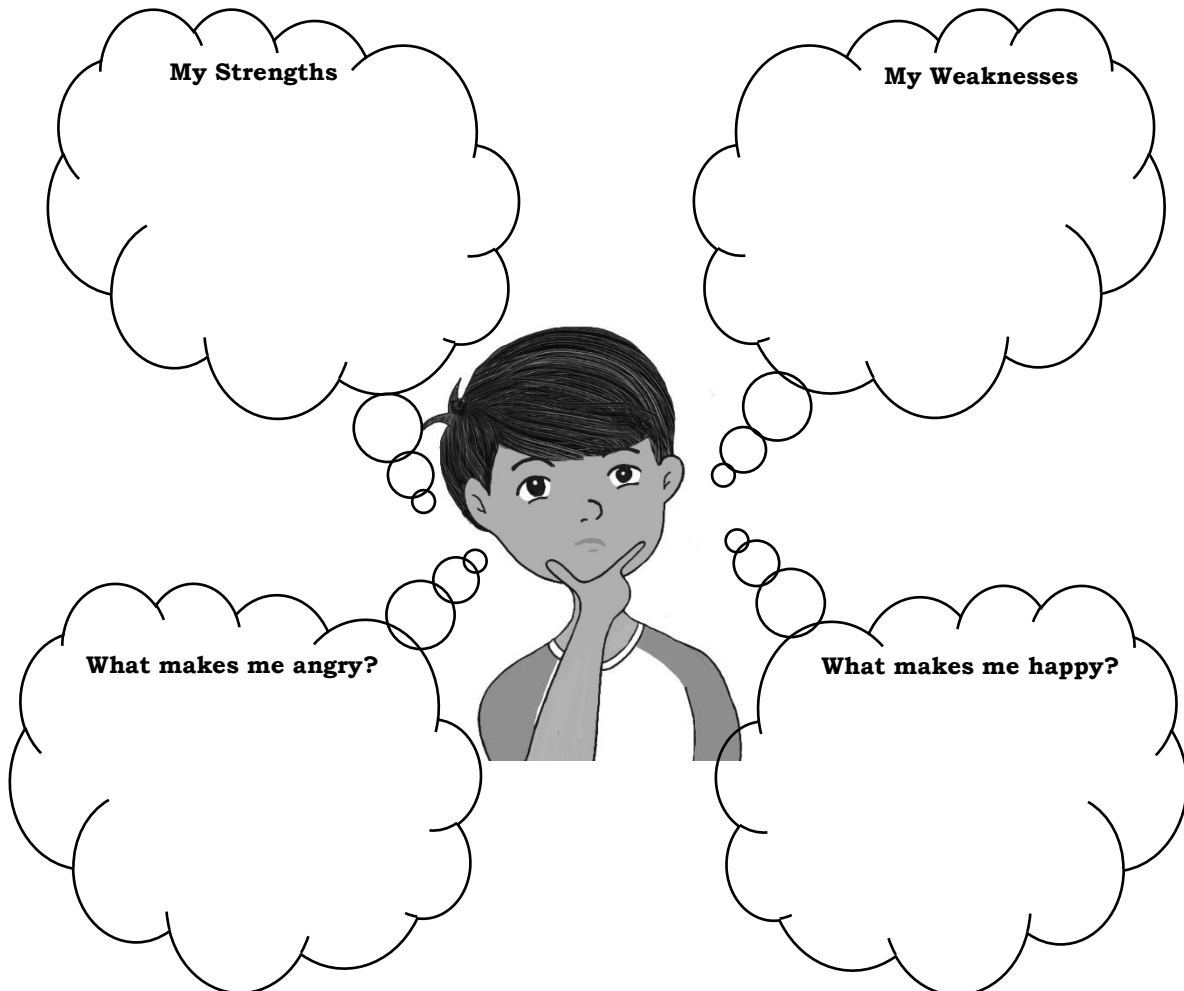
Dear _____,

Love,

Activity 1.2

Sharing-Is-Caring

This time, you will have an idea of how well your family members know you by letting each of them write what they think your strengths and weaknesses are, as well as, what they think makes you angry and happy. After the given time, look for the common answers and discuss the result with them and with your teacher.



Notes to the Teacher

As facilitator kindly ask the learner to discuss his/her output by sharing the result and his/her insights with the activities.

You may ask the following questions:

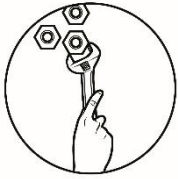
- 1. What are the common answers of your family members?*
- 2. What do you think is/are the reason/s for their answers?*
- 3. How does it feel that others know you that way?*
- 5. How well do you know yourself now? Can you describe yourself based on what you have realized from the activity?*



What I Have Learned

Modified True or False: Write TRUE if the statement is correct. If the statement is wrong, change the underlined word/s with the correct answer. Write your answer in a separate sheet.

1. Self-esteem is your evaluation of your own worth. *(Diener & Lucas 2017)*
2. There are factors to identify the level of self-esteem of an individual namely: own appearance; how satisfied you are in a relationship; and how you view your performance. *(Diener & Lucas 2017)*
3. Self-Identity is your belief on your own abilities. *(Syrett 2020)*
4. There are five (5) different ways that influenced self-efficacy beliefs. Those are Performance Experiences, Vicarious Performances, Verbal Persuasion, Literal Performances, and the Affective States & Physical Sensations *(Syrett 2020)*
5. There are three (3) categories on how we reflect to improve ourselves, these are: Self as Social Actor, Self as Conscience Agent, and Self as Autobiographical Author. *(Dan McAdam)*
6. In Self, an individual, is expected to act and decide on his/her own. *(Jhangiani 2020)*
7. Most people tend to decide based on the intuitions and available information that could be a hindrance in making a wise decision. *(Jhangiani 2020)*
8. *Six Steps on How to Make a Rational Decision*: Define the Problem, Identify the criteria necessary to judge the multiple options, Weight the criteria, generates alternatives, rate each alternative on each criterion, and change the optimal decision. *(Jhangiani 2020)*



What I Can Do

Time-To-Decide

You will need four other individuals to do this task to make a group of five. It may be your siblings, parents, neighbors, etc. You are to imagine the following scenarios. Make sure that each member of the group contributes on your decision-making process.

Part I

You and your friends are on a vacation, and you all decided to ride a boat to go to a remote island to stay there overnight. Each of you brought 3 objects which you think are essential for your adventure. Everything was doing well during the trip until the winds grew stronger and the waves got rougher—you were caught in a storm at sea! At that point, you were compelled to decide to unload the boat to ease it from your weight for easier navigation. In total, you have brought 15 essential items. In order to make room in your boat, you would need to discard 12 and just leave three items with you. The items you brought were bottled water, firecracker, first aid kit, plastic bag with 3 inflatable floater, bag of blankets, box of sandwich, speaker, insect repellent, flashlight, compass, bucket of beer, bunch of banana, Ziplock bag of cellphone, sunblock, a pair of slippers.



Let each member justify his/her decision and your group need to supply the priority chart below. Copy the chart and write down your decision on a piece of paper with brief justification for each of your answer.

PRIORITY CHART		
First Object	Second Object	Third Object
_____	_____	_____
_____	_____	_____
_____	_____	_____

Guide Questions:

1. *What are the 3 objects you and your members decided to save?*
2. *Why did you choose those objects?*

Part II

You already have discarded 12 essential items. The storm got stronger, though, the boat could not possibly make it unless the other four jump right into the stormy seas to spare one person.

Your group should decide who would stay on the boat. Each member should state his/her reason/s why he/she chose that person to be saved. Come up with a decision. Justify your decision and write it on a piece of paper.



Guide Questions:

1. What particular answer is acceptable for you? Why?
2. How did you come up with a decision?



Notes to the Teacher

As facilitator, encourage students to use collaborative activities as opportunities to reflect on one's own understanding of the world, and the perceptions of other people, as well.



Assessment

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

1. Adolescence is defined in saying that _____
 - a. It is a healthy, yet risky time of life.
 - b. The period wherein a young individual develops from a child into an adult.
 - c. The period in the human lifespan in which full physical and intellectual maturity have been attained.
 - d. The period from birth to eight years old, is a time of remarkable growth with brain development at its peak.
2. What best describes the word "Self"?
 - a. It is an emotional state wherein you evaluate yourself.
 - b. It is our sense of identity and of who we are as individual.
 - c. It is your beliefs in yourself to effectively achieve your most important goal.
 - d. It is how you are expected to act and decide on your own

3. Characteristics are best described as _____.
 - a. Knowledge you have gained because you have done it already from the past.
 - b. Something you do repeatedly and regularly
 - c. Your features or own quality that made you a unique individual.
 - d. Your feeling of being worthy

4. Which of the following is being described by the statement: If your mood or emotion (e.g. shame) and physical state (e.g. shaking) come together, it will affect your self-efficacy, If negative mood connects with negative physical sensation the result will be negative and vice-versa.
 - a. Performances Experiences
 - b. The Affective States & Physical Sensations
 - c. Verbal Persuasion
 - d. Vicarious Performances

5. When you are portraying different roles and behaving for every type/set of people in front of us. You are under what categories of improving yourself?
 - a. Self as Social Actor
 - b. Self as Autobiographical Author
 - c. Self as Motivated Agent
 - d. Decision Maker

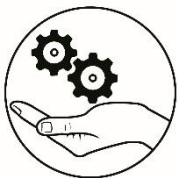
6. When people act based on their purpose, it is under what categories of improving oneself?
 - a. Rosenberg Self-Esteem Scale Decision Maker
 - b. Self as Social Actor
 - c. Self as Autobiographical Author
 - d. Self as Motivated Agent

7. Which of the following is being described by this statement: “It is about how oneself is developed from his/her past, up to the present, and what he/she will become in the future”?
 - a. Self as Social Actor
 - b. Self as Autobiographical Author
 - c. Self as Motivated Agent
 - d. Decision Maker

8. Self-Efficacy is best described as _____.
 - a. may change from time to time, depending on the situation
 - b. The self as a *Reflective Project*
 - c. The will to produce an effect on a specific thing. Your beliefs in yourself to effectively achieved your most important goal
 - d. your skills or knowledge you have gained because you have done it already from the past.

9. Most people tend to decide based on the _____ that could be a hindrance in making a wise decision.
 - a. available information
 - b. both a & c
 - c. intuitions
 - d. none of the above

10. When you imagine yourself doing well then, most likely, it will happen.
- Imaginal Performances
 - Performance Experiences
 - The Affective States & Physical Sensations
 - Verbal Persuasion
11. We can get more of our self-esteem from:
- people who do not like us
 - people who matter to us the most
 - people who do not know who we are
 - people who like
12. The most realistic way to create high self-esteem is:
- to be the best
 - to be great
 - to live a generally positive life
 - to win all the time
13. Overconfident and high self-esteem can lead to:
- failure
 - self-efficacy
 - self-fulfillment
 - success
14. Can self-efficacy affect our self-esteem?
- No, because the higher the self-efficacy the lower the self-confidence of an individual.
 - Yes, because it is believed that the higher the self-efficacy the higher the self confidence of an individual.
 - Maybe, because no one can answer that
 - All of the above
15. There are Six (6) suggested ways to make decision. Which of the following does NOT belong to the group?
- Define the Problem
 - Generates alternatives
 - Rate each alternative
 - Determine the severity



Additional Activities

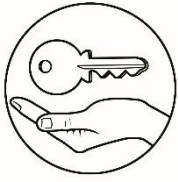
You have succeeded in studying the lesson. Now you are to know more about yourself by accomplishing the table below.

My Plan

List down the all the things you want to do/improve/change, your reason and how will you do it necessary to realize specifically during this pandemic times.

Your objective	Reason	How will you do it?
Example: <i>to become a professional singer</i>	<i>Because singing is my dream since I was in grade school</i>	<i>Look for a voice coach; Attend in a singing class; etc.</i>

Name and signature



Answer Key

<p>What I Know</p> <p>1. B 2. D 3. A 4. D 5. B 6. C 7. A 8. B 9. D 10. A 11. A 12. D 13. C 14. D 15. A</p>	<p>What's More</p> <p>1. TRUE 2. TRUE 3. Self-efficacy 4. True; Imaginal Performance 5. Motivated Agent 6. Making Decision 7. TRUE 8. TRUE; Compute the optimal decision #4 & #8 with 2 <i>answers</i></p>	<p>Assessment</p> <p>1. B 2. B 3. C 4. B 5. A 6. D 7. B 8. C 9. B 10. A 11. D 12. C 13. A 14. B 15. D</p>
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