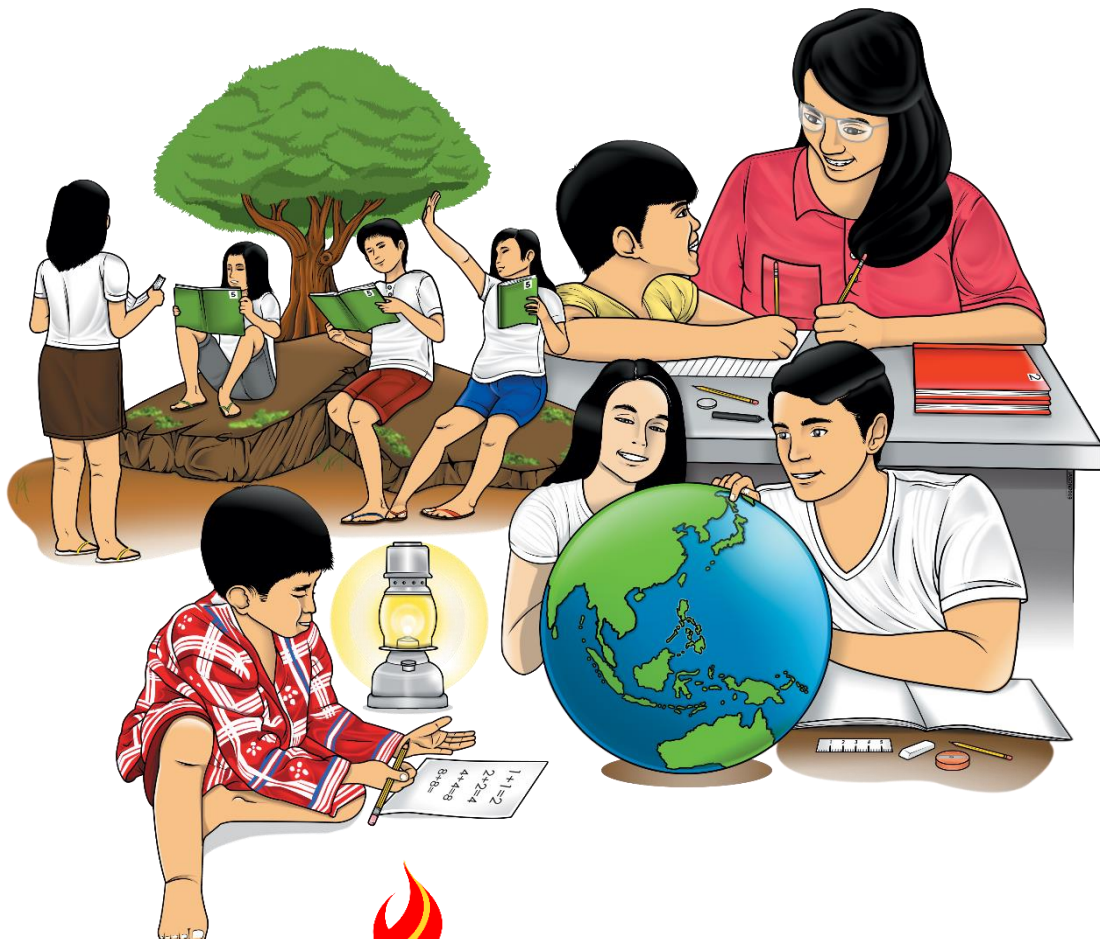


Senior High School

Personal Development

Quarter 1 – Module 3: Developing the Whole Person- Evaluate One's Personality



**Personal Development- Senior High School
Alternative Delivery Mode
Quarter 1 – Module 3: Developing the Whole Person-Evaluate One’s Personality
First Edition, 2021**

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Personal Development

**Quarter 1 – Module 3:
Developing the Whole Person-
Evaluate One’s Personality**

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.



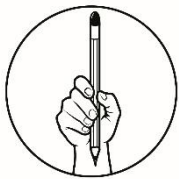
What I Need to Know

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 uses languages appropriate to the understanding of the varied types of students' learning acquisition. Sequence of the lessons adheres to the arrangement of the competencies as reflected on the DepEd's curriculum guide for this course.

This lesson is entitled **Developing the Whole Person**-Evaluate One's Personality.

After going through this lesson, you are expected to:

- evaluate his/her own thoughts, feelings, and behaviors.



What I Know

Answering the following questions will measure your initial understanding regarding one's personality. These will focus on the characteristics of adolescent stage of development, understanding what influence your decision making and evaluating your own personality. Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Which of the following aspects alter personal judgement?
a. thoughts b. feelings c. communication d. action e. appearance

A. a,b,c	C. a,b,d
B. b,c,d,	D. a,b,e
2. What stages of development does a person experience drastic change in physical characteristics, thinking abilities and social interaction?
A. Childhood stage C. Adolescent
B. Adulthood D. Early Childhood
3. What psychosocial theory of Erik Erikson should be developed among people aged 12 to 18 years old?
A. Trust and Mistrust C. Intimacy vs. Isolation
B. Initiative vs. Shame D. Identity vs. Role Confusion

4. What characteristics based on psychosocial theory of Erik Erikson should be developed during adolescence?
 - A. establish sense of motivation
 - B. establish a sense of self
 - C. establish sense of trust
 - D. establish intimate relationship

5. The following statements describe activities that are parts of establishing the self-identity of adolescents, **EXCEPT**.
 - A. choosing a career path and social group
 - B. isolation and loneliness
 - C. high risk takers
 - D. unpredictable and impulsive

6. Teenager's experience changes as part of personal developmental identity. What physiological reasons of teenager conflict during adolescent?
 - A. because of house rules
 - B. because of strong trust in their friends
 - C. because of incomplete development of their frontal lobe
 - D. because of confusion

7. Which term refers to a state of high regards for the perspective of others and feeling concern with others?
 - A. Psychosocial development
 - B. Cognitive Empathy
 - C. Self-Regulation
 - D. Personality Development

8. Which of the following situations shows adolescence cognitive empathy?
 - A. Giving support to a loved one who is feeling sad and hopeless.
 - B. Giving healing touch to the sick and weary people
 - C. Giving support to a friend and keeping the friendship they have.
 - D. None of the above

9. How does an individual develop his/her personality?
 - A. having an accurate management of thoughts, feelings and emotion.
 - B. having a strong personality to take charge of others
 - C. having an understanding attitude toward others
 - D. having a focused mind

10. What happens to our thinking and judgment if we are too emotional?
 - A. We can manage and resolve the problem
 - B. We can properly decide and manage personal matters
 - C. We cannot properly think and focus on resolving the problem
 - D. We cannot please other's negative opinion.

11. What aspect of development is exhibited when an individual can get along with others and is able to deal with conflicts between them?
 - A. Intellectual growth
 - B. Spiritual growth
 - C. Physical growth
 - D. Psychosocial growth

12. In instant you are caught up not listening while your teacher discussing. It is because your classmate distracting you. She calls your name in high tone to answer the problem on the board. Instantly, you feel nervous, yet

you stand up and concentrate on the question. What is the flow of the situation?

- A. feelings, actions, thoughts
- B. actions, feelings, thoughts
- C. thoughts, feelings, actions
- D. feelings, thoughts, actions

13. You had a big fight with your best friend last quarter and never talked after that. After a few weeks, you realized your mistakes and felt sorry about your actions. What does this situation reveal about emotion?

- A. emotions and feelings change, they are not permanent
- B. emotion is a quick reaction to our thought
- C. emotion is a self-distracting reaction
- D. Answer A&B

14. As a teen that experiences psychosocial change, how you can improve and prepare yourself in shaping your personality with broader perspective?

- A. Know how to handle thoughts, feelings and actions
- B. Know the ways on how to stay focused to increase intelligence
- C. Know the people who will comfort you
- D. A&B

15. How should we handle a perceived information (thought) effectively?

- A. Think many times
- B. Respond with intense emotion
- C. Examine the perceived information with positive outlook
- D. Focus on your goal

Lesson

3

Developing the Whole Person

Developing oneself holistically may be the goal of everyone. However, there are times that we lack awareness of our doings and actions that leads to misunderstanding with others particularly our parents. This can also potentially lead to self-harm. To know oneself is also quite challenging. To start picking the pieces of ourselves and subsequently develop our individuality completely to be like an “ideal” person is not easy. Learning and understanding our self is an advantage in building your personality and stablishing relationship with others. Holistic personality is necessary in stablishing your career.

Since you have already obtained a clear understanding of yourself as you have done all the activities in the previous lesson, understanding the competencies included in this module will be easy for you. Thus, you will eventually use all the skills developing the whole person within yourself. So, get ready to unfold the reality by removing the barriers toward understanding your true self.



What's In

You are about to discover and share more of yourself. Try answering the following activity below.

Activity 1: Let us know more about yourself. Recall your childhood and teenage days. Share your activities, thoughts, feelings, strength, weakness, and other characteristics that describe you. Write three or more descriptions each item.

Developmental Aspect	Childhood	Adolescent	Plans to improve yourself
Physical Aspect (Your body's physical appearance)			
Cognitive Aspect (Your thinking ability)			
Psychosocial Aspect (Your peer relationship and activities)			
Spiritual Aspect (Your values and moral principles)			

Processing questions:

1. What aspect did you find difficult to answer? Why
2. How does each aspect influence each other?
3. Can you share a situation or experience that prove your answer?



Notes to the Teacher

Encourage your students to answer each column with positive or negative answer to show their real personality.



What's New

Teenage years give us unfamiliar feelings and put us in situations that form our personal qualities.

Activity 1: Complete the box by interviewing 5 people who are older than you in your family or friends and ask them to give 5 emotional adjectives that they experience in communicating or building relationship with others. These emotional adjectives will help you understand the different emotions that are expressed in different situations. Take note that it should not be repeated.

1					
2					
3					
4					
5					

Activity 2: Let's see how well you can relate to the situations given. Discuss how you behaves when you encounter these scenarios.

Scenarios	Feelings/ Emotion	Action	Results of the action
<p>You have a classmate who leads in making your classmates laugh at you. He also makes you feel that you do not belong to their group. You always choose to ignore but this time you can't stand with it.</p>			
<p>The end of the semester is near, and most teachers require you to submit all the outputs in their subjects. But you are still working on them, and you find it difficult to handle the situation. They particularly remind you to comply because you failed in the previous grading period. You must pass this time because this is your last chance.</p>			
<p>You experience a pimple breakout in your face because of hormonal imbalance that leave pits and scars in your face. You are not comfortable with it because your crush might not like you.</p>			
<p>You always have arguments with your parents because of staying out always. You spend more time with your friends because you share the same interests and desire for independence.</p>			
<p>You and your circle of friends share the same interests. One of your friends asks you to try e-cigarette but you know from the start that your parents have negative opinion about it, and they constantly remind you not to try it.</p>			

Processing questions:

1. What did you discover about yourself?
2. Which aspect of personality do you give more priority to be dominant in developing your well-being?
3. How will you improve the weakest aspect of your personality?

Who would be responsible in developing one's personality?

Every individual undergoes different phases of development that form his/her individuality. Our personality is a product of genetic response that we inherit from our parents and from the influence of our environment. This environment shaped by the people around us, culture and practices that we are being raised and continuously creates social interactions that build relationships. This interaction contributes to who we are today and how we choose and decide for ourselves. Personality development is complex administration of thoughts, feelings, emotion and behavior that influence personal judgement.

As a child, you are dream of a good and satisfying life when you grow up. Your family becomes your helping hand in nurturing, guiding, and educating yourself. When you reach adolescence, you experience drastic changes in your physical appearance, cognitive abilities, social relationship, and emotional behavior. At this stage, our environment becomes part of our development from which we acquire knowledge and collect information to organize and interpret different life situations.

According to Erik Erikson, adolescence stage of Psychosocial development, also known as "identity vs. role confusion" is the stage wherein teens need to develop the sense of self and personal identity. At this point, teenagers start to have circle of friends in which they build their trust.

Teenagers also experience adolescence cognitive empathy, known as "theory of mind" which is described as having high regards toward the perspective of others and feeling concern for others. Being adolescents, they tend to foster social cooperation that prevents problems and leads to avoidance of conflicts with peers. Teenagers are very careful in understanding the emotions of their friends as they start to create deep trust with them. Sometimes, this leads to misunderstanding with their family, abuse of prohibited drugs, pre-marital sex, cigarette smoking and alcohol intake. Based on research, teenagers are commonly high risk-takers and impulsive due to incomplete development of frontal lobe during adolescence. The frontal lobe is responsible for judgement, impulse control, and planning.

That is why they search for their self-identify and independence which requires guidance from their parents, relatives, and other people like teachers with whom they can share their struggles. These experiences and challenges are part of a process of personality development that adolescents need to understand.

It is necessary for them to examine all the circumstances and opportunities so that they can deal with calm. They have to be open-minded to the opinion and advise of other people in order to shape their future with broader perspective and self-determination.

You cannot escape life challenges so you should know how your **thoughts, feelings, and actions** in managing personal agency should be handled. Being an adolescent, you should be accountable for all your actions because these power triads (thoughts, feelings, and action) can either make or break your motivation to take charge of life. It is up to you on how you will handle it. Remember, your judgement is based on your views in life, and it is rooted on your upbringing.

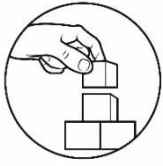
Thoughts are impression activated by a stimulus in your mind that is evident from the environment that you are in. This conscious thought occupies **emotions** that give life to thoughts, and it expressed through **feelings**. Sometimes when you are too emotional, you could not think properly because your emotions occupy your thoughts, this means there is lesser space to analyze the situation because feelings occupy it. Behaviors are bodily reaction made based on our feelings that result to **actions**.

There are instances when feelings are faster than emotion and thought. This would result to fast reaction and realizing the emotion and thought afterwards. Either positive or negative, feelings result to actions. Emotions can direct and control thoughts that sometimes affect your consciousness. This can also lead to loss of focus. As a teenager, it is very important to be focused on your goals. A focused thought will lead to high intelligence. That is why if you are disturbed with your emotion, try to figure out where the emotion is coming from, and it will bring you back to reality.

Teenagers experience enjoyment and daunting times but it is very important to stay focused so that they will lead you to the route of your goal. It is not easy to achieve the goal but if you have self-regulation that will control your emotions, thoughts, and behavior it will help you to be successful in life. Learning from mistakes and facing challenges with confidence and faith in God will give you the power to be successful in life.

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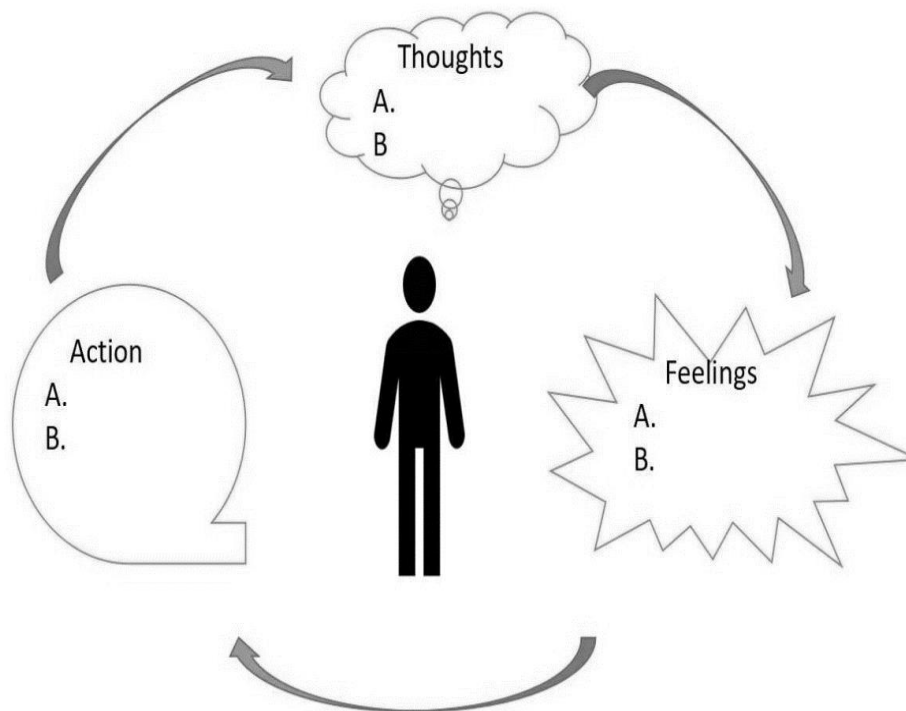
Watch : <https://www.oercommons.org/authoring/21202-adolesce/1/view>



What's More

There are a lot of challenges that would help us understand ourselves better. Try answering the activities below to find out the relationship of thoughts, feelings, and actions to better understand yourself and how to manage conflicts between you and your family, friends and others. Using the following situation, complete the conflict management diagram. Write the negative response in letter A and positive response in letter B.

Conflict Management Diagram



Situation 1: You're walking alone on the road that is so dark and you heard a whimper nearby.

Situation 2: You're working on your research paper and you need to concentrate on it, but your brother plays his electric guitar despite you calling his attention many times.

Situation 3: You are about to enter the door of your house then you hear your father who is drunk shouting sarcastically at you because it is already past 8:00 pm when your class ends at 3:00 pm.

Situation 4: Your teacher tells you that you that you have been selected as the representative of the school to compete for a division contest and this is your first time to participate in a competition.

Situation 5: You are the leader of your group but while presenting the concept that you worked on the whole night, but your ideas fail to impress one of your classmates which upset you.



What I Have Learned

Recall some important key points in understanding developmental change experienced by an adolescent like you.

COMPLETE THE CROSS WORD

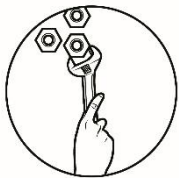
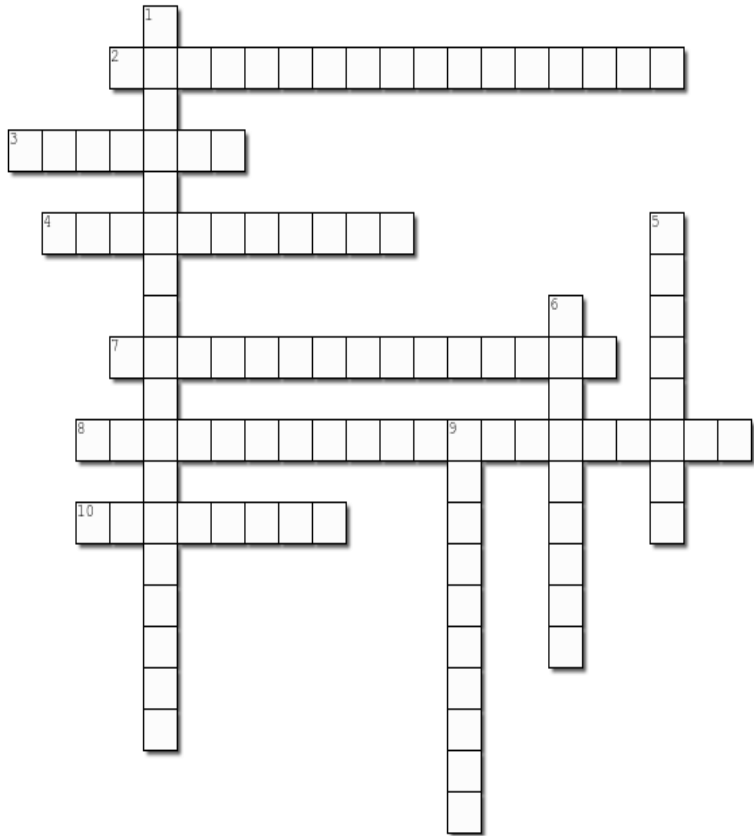
Horizontal

2. a high regard to perceptions of others
3. it gives life to our thought
4. it is a transition between childhood to adulthood
7. ability to control thought, emotion and behavior
8. the 5th ego of psychosocial development by Erik Erikson

Vertical

1. growth through social interaction
5. anything that we do
6. uncertainty or lack of understanding
9. strange and difficult experiences by adolescents that is part of developing self-identity.

Confusion
 Identity vs. confusion
 Challenges Thought
 Social Development
 action
 Self-Regulation
 Emotion
 Cognitive Sympathy
 Adolescence



What I Can Do

Sharing one's thoughts and feelings is important, but it should be expressed with focus and gentleness. Painting is an outlet for the expression of your thoughts, feelings, and emotion. It is an opportunity to see and hear your feelings and emotions through a tangible and authentic output.

This time, express your thoughts, feelings, and action through abstract painting, you can use brushes, hand painting or painting technique you want to use. To will express your thoughts feelings and action apply thinness or thickness of lines, colors, shape, and texture. The following are the suggested materials you can prepare. Follow the instructions while doing your self-expression painting.

Materials:

- Poster paint (different colors)
- Brush
- 1/8 Illustration board

Instructions:

Find a place where you can work.

Prepare the materials.

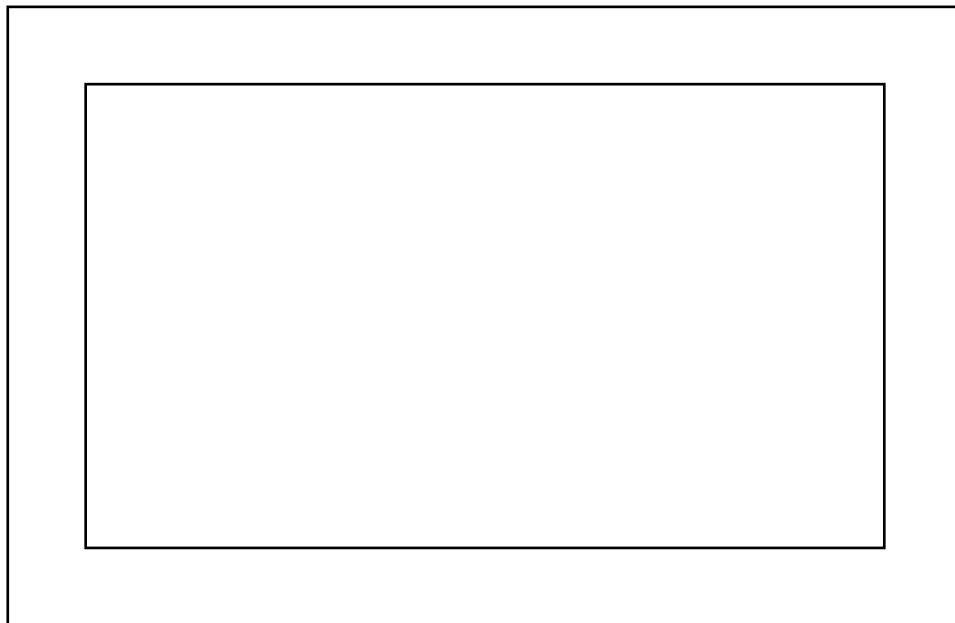
Close your eyes and contemplate for 30 seconds.

While your eyes are closed, try to capture the colors, shades, textures or shapes of your feelings.

Now, it's your time to paint your feelings.

Write a short description and title for your output.

My Self Reflection





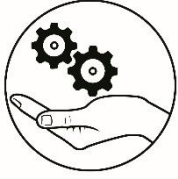
Assessment

Multiple Choice: To fully understand the lesson, read each statement/question carefully and choose the best answer. Write the chosen letter on a separate sheet of paper.

1. This is an important aspect that we need to consider focusing on to be developed as a strong and healthy individual.
 - A. Cognitive empathy
 - B. Personality
 - C. Life motivation
 - D. None
2. The following are changes experienced during adolescence stage, **EXCEPT**
 - A. Change of interests that lead to have a circle of friends
 - B. Change in physical characteristics and being more conscious about their appearance.
 - C. Change in mood which results to them being risk-takers.
 - D. Change in their belief and interest for intimate relationship
3. According to Erik Erikson's theory of Psychosocial development, adolescents should be able to resolve the conflicts they experience at their age. What conflict experience of adolescents based on Psychosocial theory needs to be successfully developed?
 - A. Trust and Mistrust
 - B. Initiative vs. Shame
 - C. Intimacy vs. Isolation
 - D. Identity vs. Role Confusion
4. Which of the following characterizes the Psychosocial theory of Erik Erikson during Identity vs. Role Confusion stage?
 - A. to develop a sense of direction in life
 - B. to form a strong identity
 - C. to develop a personal exploration
 - D. to remain insecure and confused about the future
5. Adolescence is transition age between childhood and adulthood. What are the characteristics of adolescence?
 - A. social cooperation
 - B. avoidance of conflict
 - C. high risk takers
 - D. all of the above

6. Parents continuously guide and support their children during adolescence stage, yet teenagers tend to have a conflict with their parents. Which of the following reasons does not explain the cause of this conflict?
- A. because of house rules
 - B. because of strong trust in their friends
 - C. because of incomplete development of their frontal lobe
 - D. because of confusion
7. Which of the following is an expression of cognitive empathy?
- A. Adolescents dream of a good and satisfying life
 - B. Adolescents have broader perspective and self determination to reach their goal.
 - C. Adolescents show high regards to the perspective of others and they feel concern for others
 - D. B&D
8. How does cognitive empathy create a conflict among adolescents?
- A. because they are able to develop social relationship
 - B. because they develop their trust toward their friends more than their parents.
 - C. because they test their self-control
 - D. because they create effective business partner
9. The following are ways on how to be responsible with our own behavior and actions, **EXCEPT**.
- A. Have a focused mind
 - B. manage feelings and emotion
 - C. Examine the situation
 - D. Make a fast reaction
10. While you are cooking you accidentally touched the hot surface of the pan. What reaction of your body comes first?
- A. feelings, action, thoughts
 - B. actions, feelings, thoughts
 - C. thought, feelings, action
 - D. feelings, thoughts, actions
11. Learning to identify our strength and weakness will help in forming our individual personality. The following statement are parts of development, except?
- A. We can judge others easily
 - B. We learn to accept others too.
 - C. We can understand our selves better
 - D. We become successful in dealing with

12. You are playing at the covered court with your friends, while playing, you notice that your crush is looking at you. You want to show that you are good in playing. What is the best thing for you to do?
- A. Stop playing and ask her to watch you.
 - B. Concentrate on your play while she is watching.
 - C. Inform your teammate that there are girls watching
 - D. Stop playing and hide.
13. You are invited to help in organizing a youth event in your church. You are about to work with other teenagers whom you don't really know. Which of the following situations shows a social interaction barrier?
- A. Show a smile when you have eye contact with them.
 - B. Show to them that you want to be friends with them, saying Hi for example
 - C. Show that you are hesitant because you think they are not approachable
 - D. Show a feeling disgust and discomfort
14. How can you attain your goals in life?
- A. Give up when you feel it's hard to live up to expectations
 - B. Practice self-regulation in every situation
 - C. Learn from mistakes and face challenges with confidence
 - D. B&C
15. What makes us understand our thoughts, feelings, and action?
- A. Handling a thought or information with positive outlook will help us handle the situation with intense reaction.
 - B. Handling a thought or perceive information with negative feeling will result to better outcome
 - C. Handling the thought or perceive information with too much emotion, we can understand the situation.
 - D. Handling the thoughts or perceive information with positive feelings and focus on the situation can solve the problem with less stress.



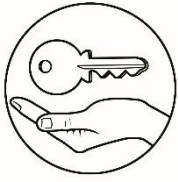
Additional Activities

Since you have a wide range of understanding on your thoughts and how you behaved in the past, recall an instance wherein you became so unfair to your parents, siblings or friends because you were experiencing adolescence developmental change which was broadening and refining your characteristics that would help in realizing your perspective in life.

Kindly write a letter of apology addressed to the person whom you have hurt the most, but very much deserves to hear your story. Explain to him/her the difficulties you were undergoing during those days. Make this person remember how you behaved and tell him/her the reason why. Also, make him/her understand that you also needed his/her understanding so you would be able to surpass the stage of development.

Dear _____,

_____,



Answer Key

What I Know	
1. C	9. A
2. C	10. C
3. D	11. D
4. B	12. A
5. B	13. D
6. C	14. D
7. B	15. C
8. C	

What I have Learned	
1. Social Development	
2. Cognitive Sympathy	
3. Emotion	
4. Adolescence	
5. action	
6. confusion	
7. Self-Regulation	
8. Identity vs. confusion	
9. Challenges	
10. Thought	

Assessment	
1. B	9. D
2. D	10. A
3. D	11. A
4. D	12. B
5. D	13. C
6. D	14. D
7. B	15. D
8. B	

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