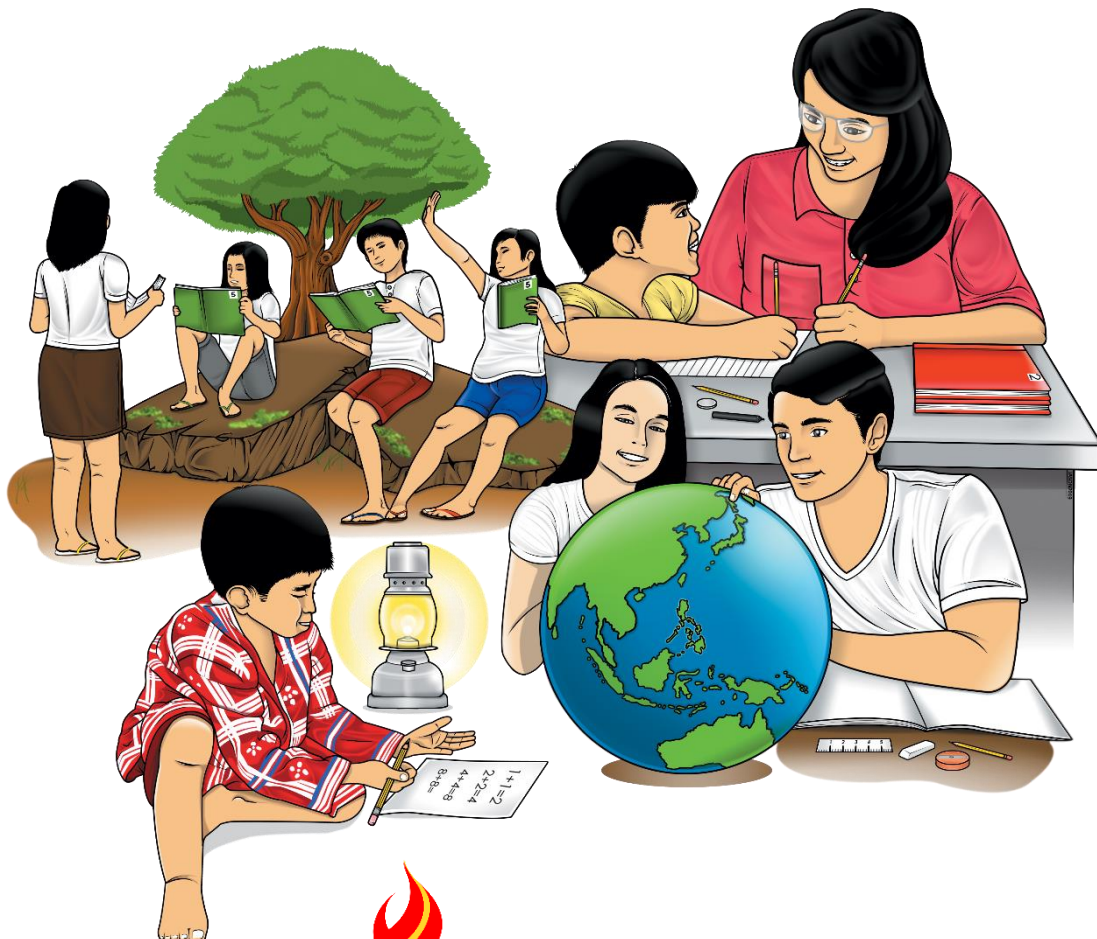


Personal Development

Quarter 1 – Module 4: Thoughts, Feelings, and Behaviors in Actual Life Situations



**Personal Development
Alternative Delivery Mode
Quarter 1 – Module 4: Thoughts, Feelings, and Behaviors in Actual Life Situations
First Edition, 2021**

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Personal Development
Quarter 1 – Module 4:
Thoughts, Feelings, and
Behaviors in Actual Life
Situations

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.

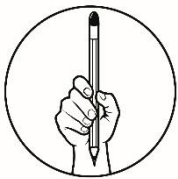


What I Need to Know

This module was designed and written with you in mind. It is here to help you master the nature of Personal Development. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The lesson in this module is about Actual Life Situations of the Middle and Late Adolescence. After going through this module, you are expected to:

- show the connections between thoughts, feelings, and behaviors in actual life situations.



What I Know

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

1. The stage when a person transforms from puberty to adulthood is called
 - A. emotional transformation
 - B. adolescence
 - C. teening
 - D. adult migration
2. Thoughts, feelings, and behaviors always have the same level and intensity among one another.
 - A. True
 - B. False
 - C. perhaps
 - D. most of the time
3. This is made from our thoughts, feelings, and behavior.
 - A. Adulthood
 - B. Decision

- C. adolescence
 - D. situation
4. This assessment is done for us to identify our own strengths and weaknesses.
- A. self-assessment
 - B. peer-assessment
 - C. relative assessment
 - D. groups assessment
5. Identify the correct statement:
- A. The connection among thoughts, feelings, and behaviors is always vertically aligned.
 - B. The connection among thoughts, feelings, and behaviors is always not vertically aligned.
 - C. The connection among thoughts, feelings, and behaviors is sometimes vertically aligned.
 - D. The connection among thoughts, feelings, and behaviors is never vertically aligned.
6. When we make decisions, we should consult our thoughts and feelings and watch over our behaviors.
- A. yes
 - B. No
 - C. maybe
 - D. never
- 7-8. Identify two (2) statements which are true to an actual situation:
- A. Thoughts may sometimes overpower a person.
 - B. Our feelings always control our thoughts.
 - C. Behavior is always the product of thoughts and feelings.
 - D. Decisions are made by behavior alone.
9. Teacher Ana saw one of her students cheating in the class. Being so, she called the attention of the student after the class and said she was sad of what her student did. When the teacher said she was saddened by what happened, she used her:
- A. feelings
 - B. thoughts
 - C. behavior
 - D. decision
- 10-11. A person with disability (PWD) finds it difficult to walk towards an elevator in a certain shopping mall. You know how the she feels because one of your relatives also has a walking disability therefore you immediately assist her towards the elevator. How are thoughts, feelings, or behavior present in the situation? Choose two (2).

- A. When you knew what she was feeling.
 - B. When you were walking at the mall.
 - C. When you assisted her towards the elevator.
 - D. When you saw the person.
12. In order for us to identify where we have gone wrong in making decisions, it is always important for us to _____ our thoughts, feelings, and behaviors.
- A. ignore
 - B. revisit
 - C. connect
 - D. neglect
- 13-14. Find two (2) faulty statements:
- A. When we make decisions, these may be informed or uninformed.
 - B. When we make decisions, these are always informed.
 - C. When we make decisions, these are always uninformed.
 - D. When we make decisions, these may be products of our own thoughts.
15. Identify one (1) way we cannot be accurate in making decisions:
- A. by controlling our emotions
 - B. by capitalizing our strengths
 - C. by not acknowledging our weaknesses
 - D. by thinking twice before we make decisions

Lesson
4

**Thoughts, Feelings, and
Behaviors in Actual Life
Situations**

While you may notice and feel drastic physical changes within you, it is, too important to know how these transformations develop you as an individual. Not only does the physical aspect affect your thoughts and feelings, but this more importantly positively converts your behaviors---toward yourself and the people around you.



What's In

In the previous module that you have accomplished, you have understood that every individual experiences certain stages of life that form his or her being a person. Likewise, you have understood that adolescents tend to experience “cognitive empathy,” a phenomenon where a person pays high regards to perspective of others and feeling concerned towards people in the society. In this specific module, you will be able to aptly appreciate the changes within you that you have evaluated in the previous module: your thoughts, feelings, and behaviors. Now that you have enumerated and assessed yourself, it is about time for you to appreciate that understanding these three elements leads you to better weigh of what is going on around you, making you a keener observer and a more active participant to the betterment of your personal goals and others’ individual roles in the society.

To assess yourself further, accomplish the proceeding activity about your thoughts, feelings, and behavior.

**Three things I think the future
would be:**

Three gestures that make me happy:

Three celebrities I can relate myself with:



Notes to the Teacher

Let the students ponder over their answers. Lead them to the realization of their answers and the possible implications of each item to them as an individual. Moreover, emphasize to the students that the main objective of this module is to show the connections of feelings, thoughts and behaviours in actual life situations as an adult hence the focus of the discussion is in the internalization of adulthood and not merely the physical changes that they may undergo in this particular stage. Clarify that while these “physical changes” do play vital roles in one’s virtues and conception, a discussion for that lesson is reserved in a different module.



What’s New

Read and internalize the poem entitled “I Wandered Lonely as a Cloud” by a notable romantic poet, William Wordsworth. You may use either your physical dictionary or electronic dictionary for you to understand the words that may be unfamiliar to you.

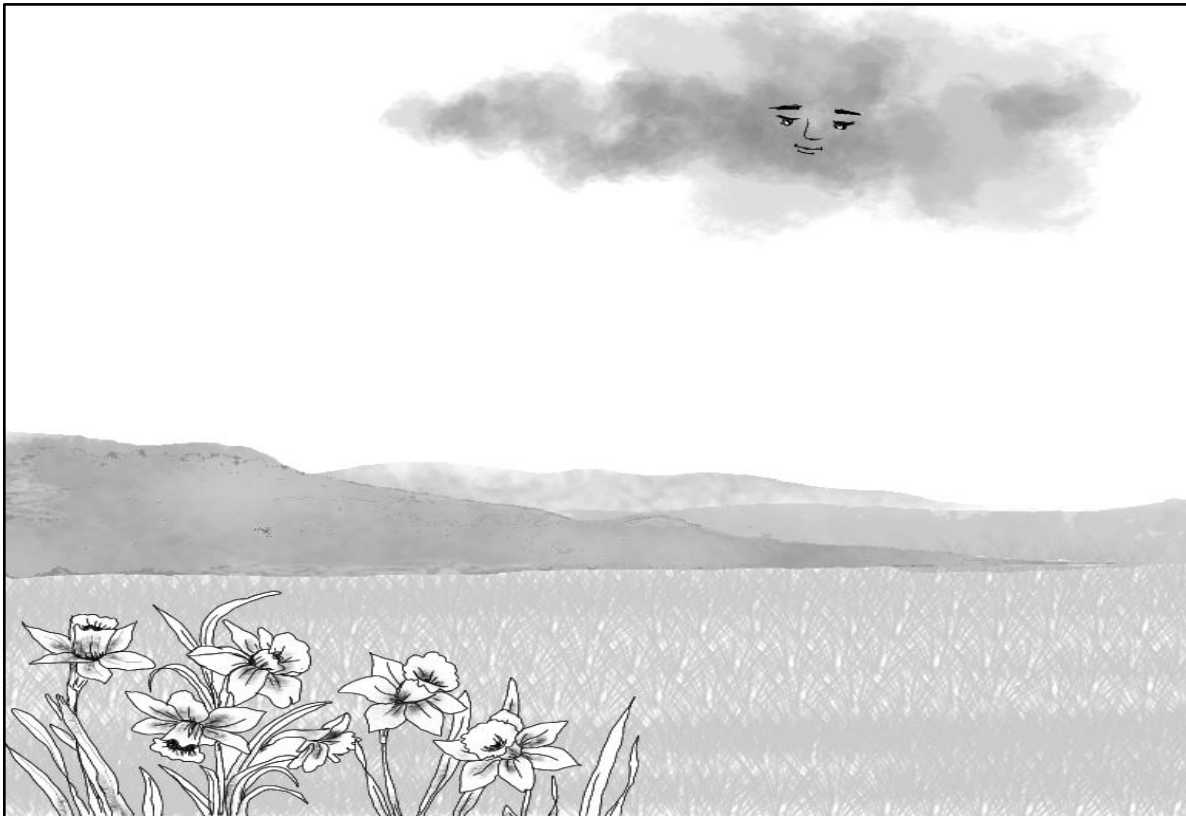
Unlocking of Difficulties

WORD	DEFINITION (from www.dictionary.com)	CONTEXTUAL EXAMPLE
daffodil	a bulbous plant, <i>Narcissus pseudonarcissus</i> , of the <i>amaryllis</i> family, having solitary, yellow, nodding flowers that bloom in the spring	<i>I really love bright and yellow flowers because they make my day livelier. How I love daffodils, indeed.</i>

flutter	to wave, flap, or toss about	<i>Look at the fluttering butterflies in the garden! They are so happy, aren't they?</i>
jocund	cheerful; merry; blithe; glad	<i>I have never seen him sad all along. He has always been jocund.</i>
Oft	often	<i>Know what, I often see him pray when things are getting difficult.</i>
pensive	expressing or revealing thoughtfulness, usually marked by some sadness:	<i>Despite the challenging times, they remained pensive all these days.</i>

I Wandered Lonely as a Cloud

by William Wordsworth



I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line

Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.



Notes to the Teacher

Since the poem is literary in nature, the student may ask certain aspect/s of the reading that s/he might find difficult to understand. Prepare to explain the concept/s in simpler terms.



What is It

The poem that you have just read manifests how a person can be lonely and happy at the same time. Likewise, an adolescent like you might be able to transform your thoughts and feelings onto a positive behavior. For instance, like a cloud, you might be alone at times, perhaps left behind by the ones you consider as close and significant to you; thus you might think and feel (hence the thoughts and feelings) that you are unimportant to them. However, as what Wordsworth wrote, “A poet could not but be gay,” he did not let the loneliness envelop him, so he found his own ways, controlling his behavior, to be “gay” or happy even though the situations are against him.

By analyzing the poem and relating this to your everyday life as an adolescent, you can now clearly identify the connections between your thoughts, feelings, and behavior. As discussed above, the three do not necessarily have to be of the same succeeding level or intensity that one of them may contradict or control the others. That is the reason that as a responsible adolescent, it is imperative that you evaluate yourself through self-assessment. Self-assessment is your own assessment of your thoughts, feelings, and behaviors which is completely necessary for you to arrive to an informed decision.

However, while decisions may be individual, these are affected by factors like values, goals, and positive affiliations. In the study of B. Bradford Brown entitled *The Psychology of Adolescence*, he wrote that the aforementioned factors are affected by positive family and community context, emphasizing that skills to deal with anxiety and adversity are also keys. Hence, an individual must be able to assess himself or herself accurately prior to making decisions as the outcomes of his or her actions can be the reflections of how he or she is raised, chooses peers, and deals with the community.

Meanwhile, in an online article published in carolinaped.com entitled “The Connection Between our Thoughts, Feelings, and Behaviors, the author Courtney Bancroft”, it was discussed that the three are connected with one another in such a means that when one (e.g. thought) or any two of the three (e.g. thought and feeling) is/are on negative pole, it may be changed by having the remaining factor/s focused on the positive pole.

Now that you have seen the connections of the three elements, it is about time that you share a real situation that you have experienced in the past when your thoughts, feelings, and behaviors either agreed with one another, or otherwise.

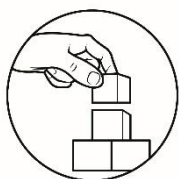
Please answer the following questions:

-Have you had an experience when your thoughts, feelings, and behaviors agreed with one another? What particular situation was that?

-Have you had an experience when your thoughts, feelings, and behaviors disagreed with one another? What particular situation was that? How did you arrive to an informed conclusion afterwards?

-Why do you think that at times, people tend to have thoughts, feelings, and behaviors that do not agree with each other?

-Can we control our thoughts, feelings, and behavior? How can we do that?



What's More

Activity 1.1 Making Connections

Your thoughts, feelings, and behaviors allow you to arrive at certain decisions. These decisions, however, might be informed or uninformed.

In order for you to be able to arrive at a fruitful and helpful conclusion, you should be able to track the three elements, so it would be easy for you to show the connections among them.

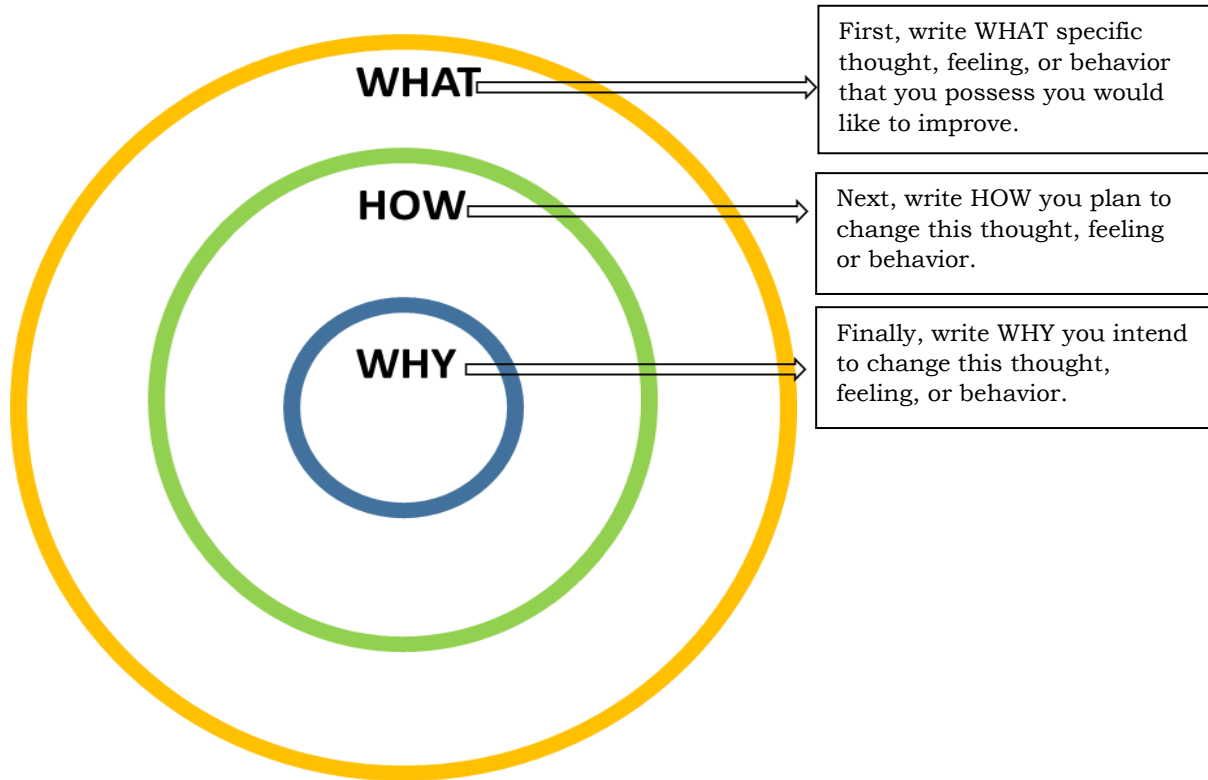
In this activity, you are given a set of situations where you should track your thoughts, feelings, and behavior until you reach a decision. Your answer must be in full sentence or paragraph, depending on your intent. Use a different sheet of paper.

Situation	Thought/s	Feeling/s	Behavior/s	Decision/s
You saw one of your friends getting something from the teacher's drawer without permission. What would your decision be?				
You felt an urge to help an old man crossing the street, but you are already in the jeepney. How would you decide on it?				
One of your neighbors is insulting the religion of your other neighbor by posting blasphemous articles on social media. How would you decide on it?				

Activity 1.2 The Golden Circle

This activity gauges the depth of your understanding and appreciation of the module. Starting from the outside circle, recall the discussions about your thoughts, feelings,

and behaviors that you may want to retain or change in order for you to become a better individual.



Activity 1.3 Reconnect the Connections

Through the tune of “Bahay Kubo,” compose a song with the theme “Millennial Adolescents: Responsible, Empowered, and Virtuous”. The song must contain the essential characteristics adolescents must possess when it comes to their thoughts, feelings, and behavior. Provide a creative title.



What I Have Learned

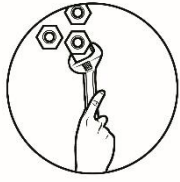
Complete the statements according to the concepts that you have learned.

Through this module, I have learned that thoughts, feelings, and behaviors are sometimes not vertically aligned with one another because _____

. I have also understood that self-assessment is considerably important to an adolescent for the reason that _____

. Therefore, in making decisions, it is always necessary to

_____ in order for an individual to arrive to an informed decisions.



What I Can Do

While it takes effort and time for you to be able to go through the middle and late adolescent stages, it is important to take one step at a time. Having that said so, you may begin listing down a monthly plan that will serve as your guide in improving yourself.

For example, in Day 1, you can write “I will try to reach out to a friend whom I know I have hurt feelings back then” or “I will research about ways to become a better individual.”

Note that in your monthly plan, it is acceptable to leave some days blank if you intend not to include an activity on that day. Be creative, inspired, and enjoy planning!

MY POSITIVE PLANNER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



Assessment

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

1. Adolescence is the stage when a person transforms from puberty to adulthood.
 - A. true
 - B. false
 - C. perhaps
 - D. most of the time

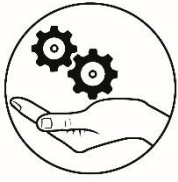
2. Thoughts, feelings, and behaviors do not always have the same level and intensity among one another.
 - A. true
 - B. false
 - C. perhaps
 - D. most of the time

3. Decision is made out of our thoughts, _____, and behavior.
 - A. adulthood
 - B. feelings
 - C. adolescence
 - D. situation

4. For us to identify our own strengths and weaknesses, we usually do:
 - A. groups
 - B. peer-assessment
 - C. relative assessment
 - D. self-assessment

- 5-7. Identify three (3) incorrect statements:
 - A. The connection among thoughts, feelings, and behaviors is always vertically aligned.
 - B. The connection among thoughts, feelings, and behaviors is always not vertically aligned.
 - C. The connection among thoughts, feelings, and behaviors is sometimes vertically aligned.
 - D. The connection among thoughts, feelings, and behaviors is never vertically aligned.

- 8-9. Identify two (2) statements which are not true to an actual situation:
- A. Thoughts may sometimes overpower a person.
 - B. Our feelings always control our thoughts.
 - C. Behavior is always the product of thoughts and feelings.
 - D. Decisions are made by behavior alone.
10. Teacher George saw one of his students cheating in the class. Being so, he called the attention of the student after the class and said he was sad of what his student did. When the teacher called the attention of the student after class, he used his:
- A. feelings
 - B. thoughts
 - C. behavior
 - D. all of the above
- 11-12. A person with disability (PWD) finds it difficult to walk towards an elevator in a certain shopping mall. You know how she feels because one of your relatives also has a walking disability, therefore you immediately assist her towards the elevator. How are thoughts, feelings, or behavior absent in the situation? Choose two (2).
- A. When you knew what she was feeling.
 - B. When you were walking at the mall.
 - C. When you assisted her towards the elevator.
 - D. When you saw the person.
13. In order for us to identify where we have gone wrong in making _____, it is always important for us to revisit our thoughts, feelings, and behaviors.
- A. poems
 - B. stories
 - C. decisions
 - D. assignments
- 14-15. Find two (2) accurate statements:
- A. When we make decisions, these may be informed or uninformed.
 - B. When we make decisions, these are always informed.
 - C. When we make decisions, these are always uninformed.
 - D. When we make decisions, these may be products of our own thoughts.



Additional Activities

Using the Activity 1.1 sheet, interview three (3) persons and note their answers. Prepare to share your answers on the proceeding modules.

Person 1

Name: _____

Relationship: _____

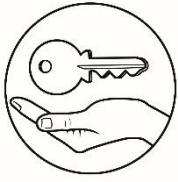
Situation	Thought/s	Feeling/s	Behavior/s	Decision/s
You saw one of your friends getting something from the teacher's drawer without permission. What would your decision be?				
You felt an urge to help an old man crossing the street, but you are already in the jeepney. How would you decide on it?				
One of your neighbors is insulting the religion of your other neighbor by posting blasphemous articles on social media. How would you decide on it?				

Person 2**Name:** _____**Relationship:** _____

Situation	Thought/s	Feeling/s	Behavior/s	Decision/s
You saw one of your friends getting something from the teacher's drawer without permission. What would your decision be?				
You felt an urge to help an old man crossing the street, but you are already in the jeepney. How would you decide on it?				
One of your neighbors is insulting the religion of your other neighbor by posting blasphemous articles on social media. How would you decide on it?				

Person 3**Name:** _____**Relationship:** _____

Situation	Thought/s	Feeling/s	Behavior/s	Decision/s
You saw one of your friends getting something from the teacher's drawer without permission. What would your decision be?				
You felt an urge to help an old man crossing the street, but you are already in the jeepney. How would you decide on it?				
One of your neighbors is insulting the religion of your other neighbor by posting blasphemous articles on social media. How would you decide on it?				



Answer Key

<p>Assessment</p> <p>1. A 2. A 3. B 4. D 5-7. A, B, D (in any order) 8-9. B, D (in any order) 10. D 11-12. B, D (in any order) 13. C 14-15. A, D (in any order)</p>	<p>What's More</p> <p>Answers vary.</p>	<p>What I Know</p> <p>1. B 2. B 3. B 4. A 5. C 6. A 7-8. A, C (in any order) 9. A 10-11. A, C (in any order) 12. B 13-14. B, C (in any order) 15. C</p>
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