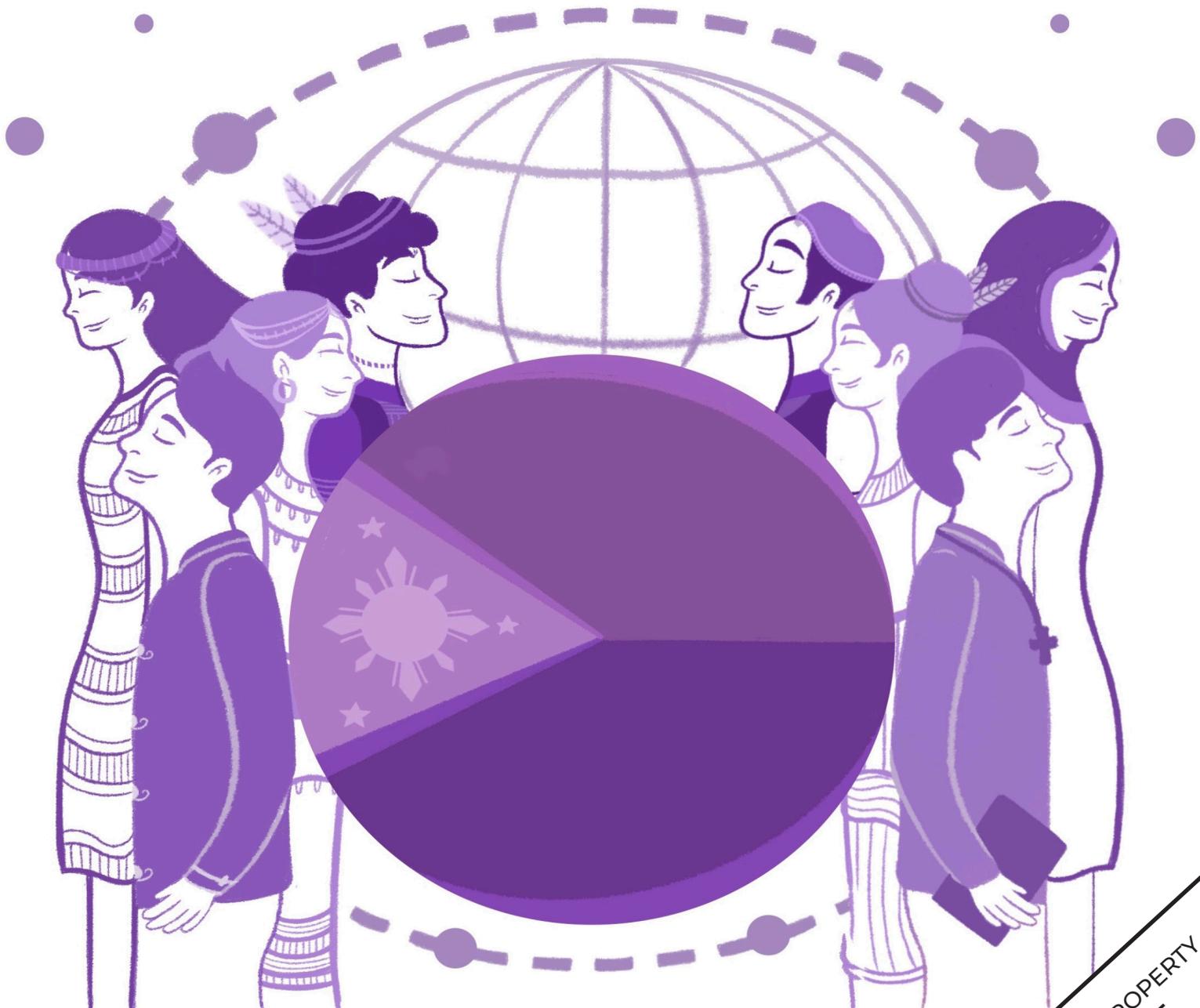


LEARNING STRAND 5 UNDERSTANDING THE SELF AND THE SOCIETY

SESSION GUIDES FOR MODULE 1:
REACHING YOUR FULL POTENTIAL

ALS Accreditation and Equivalency Program: Junior High School



GOVERNMENT PROPERTY
NOT FOR SALE



SESSION GUIDES

Alternative Learning System - Accreditation and Equivalency (ALS-A&E)

JUNIOR HIGH SCHOOL: UNDERSTANDING THE SELF AND THE SOCIETY
SESSION GUIDES FOR MODULE 1 (REACHING YOUR FULL POTENTIAL)

**ALS Accreditation and Equivalency Program: Junior High School
Learning Strand 5: Understanding the Self and Society
Session Guides for Module 1 (Reaching Your Full Potential)**

Published in 2020 by the United Nations Educational, Scientific and Cultural Organization
UNESCO Office, Jakarta
Jalan Galuh II No. 5, Kebayoran Baru, Jakarta, Indonesia

and

Department of Education
DepEd Complex, Meralco Avenue, Pasig City, Philippines

Copyright © UNESCO and DepEd 2020

This publication is available in Open Access under the Attribution-Share Alike 3.0 IGO (CC-BY-SA) 3.0 IGO license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The selection and presentation of the material contained in this publication, as well as the opinions expressed herein are the sole responsibility of the authors and not necessarily those of UNESCO, nor do they commit the organization in any way.

This educational resource material was developed and printed through the project “Better Life for Out-of-School Girls to Fight Against Poverty and Injustice in the Philippines” with financial support from Korea International Cooperation Agency (KOICA).

Printed by APC Printers Corporation
Printed in Makati City, Philippines

ISBN 888-888-8888-88-8



DEVELOPMENT TEAM

| | |
|-----------------------------|--|
| Jenelyn Marasigan Baylon | Master Teacher I, ALS Task Force (On-detail) |
| Kristine Lee S. Lumanog | Education Program Specialist II, ALS Task Force (On-detail) |
| Judy R. Mendoza | Project Development Officer III, Bureau of Learning Resources |
| Rey Angie V. Sandoval | Education Program Specialist II, Bureau of Learning Resources |
| Josephine C. Intino | Senior Education Program Specialist, Bureau of Curriculum Development |
| Eric U. Labre | Senior Education Program Specialist, Bureau of Learning Resources |
| Roderick P. Corpuz | Supervising Education Program Specialist, ALS Task Force |
| Daisy Asuncion O. Santos | Chief Education Program Specialist, Bureau of Learning Resources |
| Marilette R. Almayda | Director III/Head, ALS Task Force |
| Ariz Delson Acay D. Cawilan | Officer-In-Charge, Office of the Director IV, Bureau of Learning Resources |
| G. H. S. Ambat | Assistant Secretary for Alternative Learning System Program and Task Force |
| Tonisito M. C. Umali | Undersecretary for Legislative Liaison Office, External Partnership Service and Project Management Service |
| Leonor Magtolis Briones | Secretary |



| | |
|---------------------|-------------------------|
| John Michael Santos | Author |
| Kimberly Malate | Content Expert |
| Bernadette Sison | Admin and Finance Staff |
| Mildred Parbo | Project Lead |
| Ma. Teresita Medado | President |

Content and Language Evaluators and Instructional Design Reviewer

| | |
|--------------------------|---|
| Fatima Joyce A. Dollente | Regional Office III – Central Luzon, Department of Education |
| Rodel D. Lintag | Schools Division Office of San Fernando City, Department of Education |
| Josephine L. Cruz | De La Salle University – Dasmariñas |



| | |
|--------------------------|--------------------------------|
| Ade Sandra | Admin and Finance Assistant |
| Rusyda Djamhur | Project Assistant |
| Marmon Abutas Pagunsan | National Project Consultant |
| Remegio Alquitran | National Project Officer |
| Maria Karisma Bea Agarao | National Programme Coordinator |
| Mee Young Choi | Head of Education Unit |
| Shahbaz Khan | Director and Representative |

User's Guide

For the ALS Teacher/Instructional Managers/Learning Facilitator:

Welcome to the session guides of this module entitled Reaching Your Full Potential under Learning Strand 5 Understanding the Self and Society of the ALS K to 12 Basic Education Curriculum (BEC).

The module and the session guides were collaboratively designed, developed and reviewed by select DepEd field officials and teachers from formal school and ALS, and private institutions to assist in helping the ALS learners meet the standards set by the ALS K to 12 Basic Education Curriculum (BEC) while overcoming their personal, social, and economic constraints in attending ALS learning interventions.

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.

As an ALS Teacher/Instructional Manager/Learning 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 learning. Moreover, you are expected to encourage and assist the learners as they do the tasks included in the module.

REACHING YOUR FULL POTENTIAL

Session Guide 1

I. Objectives

1. describe what needs to be done in order to make personal changes and develop your potential (LS5US-ID-PSA-JHS-H.7)
2. demonstrate the different work readiness skills (LS4LC-AE-PSA-AE/JHS/21)

II. Subject

- A. **Lesson 1:** Enhancing Yourself Toward Employment
- B. **Materials:** Reaching Your Full Potential Module, pentel pen, manila papers, meta cards

III. Procedures

A. Introductory Activity

Guide the learners in accomplishing Pre-Assessment activity on page 2 of the module.

1. Activity

- a. Divide the class into two groups. Answer the questions in Trying This Out on page 4 of the module.
 - Group 1 – will answer questions number 1-5
 - Group 2 – will answer questions number 6-10
- b. Have each group write their answer on the manila paper and choose a leader who will present their answer in front of the class.

2. Analysis

- a. After the presentation, ask learners the following guide questions:
 - How do you find the activity?
 - What did you discover about yourself while performing the task?

- b. In the same group, give the meta cards and ask learners to put meta cards on manila paper. The ones written on it are as follows and let learners place their answers opposite each question.
 - What are my strengths?
 - How do I perform?
 - What are my values?
 - Where do I belong?
 - How should I contribute?
- c. After the presentation, process the learner's answers to each question. Point out that their answers on these questions are important as these lead them in knowing themselves.

3. **Abstraction/Generalization**

- a. Present to the learners the Model in Enhancing/Managing Oneself, on page 6 of the module. Guide the learners in interpreting the diagram (page 6). Ask:
 - What are the contributors that can help us in managing oneself?
 - How does each contributor enhance ourselves?
 - How does managing oneself become relevant to productive career?
- b. Also, present to the learners the important skills for job preparation. Ask them:
 - Why is it important that we possess these job preparation skills?
 - How can they develop and enhance these skills in preparation for their future careers?

4. **Application**

Ask the learners to look for someone who will answer the form on Sharpening Your Skills on page 12 of the module.

IV. Evaluation

Ask the learners to analyze the given situations in Treading The Road To Mastery on page 13 of the module and suggest the best way or solution to each problem.

REACHING YOUR FULL POTENTIAL **Session Guide 2**

I. Objectives

1. identify negative feelings (LS5US-ID-PSA-JHS-E.4)
2. enumerate ways of controlling negative feelings (LS5US-ID-PSA-LE/AE/JHS-E.5)

II. Subject

- A. **Lesson 2:** Managing Your Emotions
- B. **Materials:** Reaching Your Full Potential Module, pentel pen, colored papers

III. Procedures

A. Introductory Activity

Paired Activity

Ask the learners to share one unforgettable experience that made them either very happy or very sad. Let them share it with their partners.

1. Activity

Group Activity

- a. Divide the class in groups of four. Allow them to do Trying This Out on page 15 of the module.
- b. Let them create emojis to answer and present how they would feel with the given questions. Allow them to use art materials in creating their emojis.
- c. Then, let them present their works to the class.

2. Analysis

- a. After the presentation, ask learners the following processing questions:
 - What are these feelings?
 - How did you deal with these feelings?

b. Process the learners' answers leading them to understanding the influence of negative emotions in decision-making. Ask the learners:

- What are the things you do whenever you need to make hard decision?
- If your decision went wrong because you acted on impulse, how would you feel?
- What are the effects or influences of anger, sadness and overexcitement in decision-making?
- How can we manage negative emotions? What are the things that we can do to control them?

3. **Abstraction/Generalization**

a. Process the learners' answers leading them to understanding the influence of negative emotions in decision-making. Ask follow-up questions:

- What are the negative emotions that can influence our decision-making?
- How do emotions affect our daily lives?
- Why is it important that we know how to manage our emotions?

4. **Application**

Let the learners do Sharpening Your Skills activity on page 21 of the module. Guide them as they answer the Emotional Well-Being Evaluation.

IV. **Evaluation**

- Ask learners to answer Treading To Mastery on page 22 of the module and choose one of the three negative emotions: anger, sadness, and overexcitement. Tell them to write the chosen word in a box.
- After choosing a negative emotion, ask the learners to answer the questions that follow.

REACHING YOUR FULL POTENTIAL **Session Guide 3**

I. Objectives

1. discuss ways and means of reducing stress (LS5US-ID-PSA-JHS-E.8)

II. Subject

A. **Lesson 3:** Coping with Stress

B. **Materials:** Reaching Your Full Potential Module, pentel pen, manila papers

III. Procedures

A. Introductory Activity

Call on some learners to answer this question: What brings you stress?

1. Activity

- a. Guide the learners in doing the activity in *Trying This Out* on page 24 of the module.
- b. After accomplishing the task, guide the learners as they interpret their scores in relation to the current level of their stress.

2. Analysis

Group Activity

- a. Divide the class in three groups. Ask them to prepare a 5-minute skit that presents stress as a mental health problem. Each group will be assigned to present their skit based on these categories of stressors:
 - Group 1 – Daily Stressors
 - Group 2 – Negative Events
 - Group 3 – Positive Events

The group presentation must also show different strategies on how to deal with stress.

- b. During the presentation, ask each group to do group evaluation. They need to observe the assigned group to them. Let them answer:
- What particular stressor was presented by the group?
 - What strategies were presented to deal with stress?
 - Do you think these strategies are helpful in dealing with stress? Why? Why not?

3. Abstraction/Generalization

Let the students ponder on the following questions:

- Why is it important to know how to manage stress?
- How does stress management help you as a person?

4. Application

Let the learners do Sharpening Your Skills activity on page 30 of the module. Have them answer the questions on how to manage their stress.

IV. Evaluation

Ask learners to write an essay answering this question: *How can stress management affect your mental health?*

PRE-ASSESSMENT

PAGE 2

1. Strength
2. Values
3. Career
4. Emotion
5. Stressors

LESSON 1: ENHANCING YOURSELF TOWARD EMPLOYMENT

TRYING THIS OUT

PAGE 4

Possible Answers:

1. What is my biggest achievement?
Possible Answer: I was able to go back to school through the ALS program.
2. What is the happiest day of my life so far?
Possible Answer: Passing the entrance exam for the ALS program
3. What is my favorite subject in school? Which part do I like best?
Possible Answer: My favorite subject is “Life and Career Skills” and I like the part of “Employment” because I really want to have a job someday.
4. What positive characteristics do people see in me?
Possible Answer: They see me as a very optimistic and determined person in finishing certain tasks.
5. What activities do I find exciting?
Possible Answer: I find learning new lessons exciting as well as getting to know my other classmates.

ANSWER KEY

6. What is the biggest failure that I have ever experienced?

Possible Answer: Not being able to graduate at a young age is what I consider my biggest failure.

7. What is my least favorite subject in school? Which part do I dislike the most?

Possible Answer: I think my least favorite subject is “Digital Literacy” and the part of “Digital Devices” because I cannot have hands-on practice with any device or gadget available.

8. What negative characteristics do people see in me?

Possible Answer: Other people consider me as a mean and tactless individual because I say things straightforward which already hurt their feelings.

9. What activities do I find boring?

Possible Answer: I find working alone boring.

10. What do I wish I could change about myself?

Possible Answer: I wish that I could be more in control of what I say or do to other people so I could not hurt their feelings.

SHARPENING YOUR SKILLS

PAGE 12

(Answers may vary)

1. What are my abilities, skills, and talents?

Possible Answer: You are good at writing and have a talent in dancing.

2. What are my greatest strengths?

Possible Answer: For me, your greatest strength is you easily get along with people around you.

3. What are the things I need to improve?

Possible Answer: You should improve your confidence.

4. What do you think I should answer to this employer's question:
"Why should I hire you?"

Possible Answer: You should tell the employer that you are a team player and serving the company will be a pleasure to you. Tell them also that you are flexible and you are open to new learnings.

TREADING THE ROAD TO MASTERY

(Answers may vary)

PAGE 13

Situation No. 1: You work for a restaurant that has a good name for serving the best roasted chicken in town. The success of your restaurant is a result of the quality of roasted chicken you sell. Unfortunately, due to bad weather, your restaurant did not receive the supply of chicken that you had ordered. What do you think is the best way you can do to solve the problem?

Possible Answer: I think the best way I can do is to inform our customers that we cannot deliver/serve our quality roasted chicken until the supply arrives. This is because I cannot compromise the reputation of the restaurant by trying other chicken that may be available at that time. I think the customers would understand as long as I will be able to explain to them the situation we encountered.

Situation No. 2: To earn money in summer, you and three of your friends started a carwash business. You decide to charge PhP100.00 to wash a person's car. After distributing flyers to your neighbors, you received phone calls from five people who want to avail of your carwash service this weekend. On a Saturday morning, two of your friends got sick and will not be able to help in your business. What do you think is the best way you can do to solve the problem?

Possible Answer: I think the best way to solve the problem is to call the customers and give them a specific time for their car wash schedule. Giving them an assigned time will make them less likely to arrive at the same time. In this way, we will be able to accommodate all five of them even if it was just me and my other friend.

ANSWER KEY

Situation No. 3: You and your friend work at the snack stand in a mall cinema. One day, right after you start working, the popcorn machine malfunctions, and the drink machine runs out of soda. The line at the snack stand is getting longer because many customers want drinks and popcorn before going to the cinema. What do you think is the best way you can do to solve the problem?

Possible Answer: I think the best thing to do at that moment is to explain to the customers the problem and call the technician for some troubleshooting guide while my friend starts refilling soda right away. I can also offer the customers to just have their orders delivered inside the cinema house once the popcorn machine works.

LESSON 2: MANAGING YOUR EMOTIONS

TRYING THIS OUT

PAGE 15

Processing Questions:

1. What are these feelings?

Possible answer: These are negative feelings like sadness and frustration.

2. How did you deal with these feelings?

Possible answer: Sometimes, I just like to be alone and to understand first why it is happening to me.

SHARPENING YOUR SKILLS

PAGE 21

Explain how each activity resolves negative emotions.

Listening to music

Possible answer: It makes me dance and uplifts my mood a little bit.

Watching movies

Possible answer: The scenes are inspirational and gives me hope that I can also surpass challenges like what the characters in the movie did.

Writing

Possible answer: Through writing, I can express my thoughts clearly and do some reflection.

Staying Happy

Possible answer: Thinking about the brighter side of any event turns any negative feeling that I have into a positive one.

ANSWER KEY

Cite personal experiences and explain possible ways to manage the following especially in making decisions.

Anger

Possible answer: There was one time that I had a quarrel with someone because of two different perspectives regarding an issue. In this case, before I proceeded and said something again, on my mind I counted one to thirty (1-30) seconds. It helped me become more relaxed doing the conversation.

Sadness

Possible answer: When I usually get sad, I pray a lot. I express my thoughts and emotion to God praying that I would have a better day compared to what I am having at present. It helps me ease my sadness and so I am able to do more tasks without being bothered at all.

Overexcitement

Possible answer: I usually get overexcited when I receive good news and want to share it with other people right away. I manage my emotion in this situation by doing other activities first like household chores or doing assignments. This will lessen my excitement because I made use of my energy on other matters.

TREADING THE ROAD TO MASTERY

PAGE 22

Chosen emotion: ANGER

Share your personal experience about the negative emotion that you chose and how this influenced your decision-making.

Possible Answer: There was a time when I felt really mad with what my friend did to me. I immediately went to their house without having second thoughts. We had a very bad fight that we even disturbed their neighbors.

What did you learn from your experience?

Possible Answer: I learned that it is not good to decide while your emotion is at peak.

Why do you think it is important for you to learn how to control your negative emotion?

Possible Answer: It is important for us to learn how to control negative emotions because it may affect our decisions badly. When we are feeling these negative emotions, we tend to lose ourselves and react inappropriately which may be very dangerous.

LESSON 3: COPING WITH STRESS

SHARPENING YOUR SKILLS

PAGE 30

1. What was the most stressful event that you encountered in the past week?

Possible answer: It was the submission of all tasks to various subject teachers.

2. Why were you stressed about it?

Possible answer: I was overwhelmed and cannot decide what to do first.

3. What did you do about it?

Possible answer: I picked first the most complex outputs to make followed by much simple tasks to do.

4. What is a better way of handling that stressful event in the future?

Possible answer: It is really important to have a schedule and to practice time management so that it would not be hard for me to finish the tasks next time.

TREADING THE ROAD TO MASTERY

PAGE 31

Question:

How can stress management affect your mental health?

Possible Answer:

It is good to have effective stress management in life because it helps me overcome problems and stressors. If I do not practice this kind of approach in dealing with problems, I guess I will live an unhappy and unhealthy life. On the other note, if I do practice it, my relationships with various people and my work will be filled with so much joy and productivity.

REACH THE TOP

PAGE 35

1. A
2. D
3. B
4. C
5. C
6. D
7. A
8. C
9. A
10. A

The development and printing of this teaching resource was made possible with the cooperation of Asia Pacific College. This is a component of the project “Better Life for Out-of-School Girls to Fight Against Poverty and Injustice in the Philippines” implemented by UNESCO Office, Jakarta in partnership with the Department of Education. This initiative received a generous financial support from Korea International Cooperation Agency (KOICA).

For inquiries, please contact:

Department of Education, Bureau of Learning Resources (DepEd BLR)

Office Address : Ground Floor, Bonifacio Building, DepEd Complex,
Meralco Avenue, Pasig City, Philippines 1600
Telefax : +63-2-8631-1072; +63-2-8634-1054; +63-2-8631-4985
Email Address : blr.qad@deped.gov.ph; blr.lrp@deped.gov.ph