



USAID
FROM THE AMERICAN PEOPLE



USAID Opportunity 2.0 Program:
Second-Chance Opportunities for Out-of-school Youth

LIFE SKILLS FOR SELF-DIRECTED LEARNING



MODULE 1: PERSONAL DEVELOPMENT

LEARNER'S HANDBOOK

Acknowledgements

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As part of the Journey to Self-Reliance, the education system of DepED ALS will be strengthened to reach vulnerable out-of-school youth through providing them with second chance education so that learners are better equipped with the soft and leadership skills they need to excel in the labor market today and into the future.

The Life Skills Curriculum is an adaptation of EDC's globally recognized Work Ready Now.

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Education Development Center (EDC) is a global nonprofit that advances lasting solutions to improve education, promote health, and expand economic opportunity.

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Introduction

Goals of the Life Skills Self-Directed Learning Modules

Welcome to the Life Skills Self-Directed Learning Modules! These modules will help prepare you to transition to further education and training as well as equip you with the knowledge and skills necessary to successfully find work or start your own business. Upon completion of the modules, you will be able to:

- ✓ Develop personal development plans
- ✓ Communicate and get along well with others, in a variety of settings and for a range of purposes
- ✓ Demonstrate behavior and attitudes that are appropriate for the workplace and follow workplace policies and procedures
- ✓ Lead a team in accomplishing their goals
- ✓ Demonstrate standard health and safety practices, identify unsafe situations, and respond to emergencies and accidents
- ✓ Advocate for rights and responsibilities of workers and employers at the workplace
- ✓ Organize and manage personal and household finances
- ✓ Plan for income-generating activities and expenses that typically happen during the business cycle
- ✓ Participate in the planning and implementation of community service projects

Organization and Learning Approach of the Modules

There are nine Life Skills modules, all aligned with selected learning strands, content standards, performance standards and learning competencies of the DepEd ALS K-12 Basic Education Curriculum.

The **main modules and topics** of the curriculum include:

- 1. Personal Development:** identifying values & interests; assessing attributes & skills; identifying learning styles & learning strategies; goal setting, planning & tracking progress; professional development plan; mapping workplaces in the community; workplace observations

- 2. Communication Skills:** listening and speaking; following and giving instructions and feedback; presentation skills; choosing forms of communication in the workplace; cooperating/working as a team member; providing good customer service; observing communication in the workplace
- 3. Leadership and Teamwork:** identifying characteristics of an effective leader; recognizing leadership styles; organizing and motivating others; team building; leading others in problem solving and conflict resolution; interviewing managers about leadership in the workplace
- 4. Work Habits and Conduct:** identifying and applying for jobs (writing applications, CV's, application letters); interviewing; informational interviewing; workplace behaviors and attitudes; time management; balancing work and home life
- 5. Safety and Health at Work:** practicing healthy habits; identifying and avoiding hazards in the workplace; responding to emergencies and accidents; health and safety practices in the workplace; observing safety in the workplace
- 6. Rights and Responsibilities of Workers and Employers:** Philippine labor laws; identifying rights and responsibilities of employees and employers using Philippine labor law; interviewing employers and employees about rights and responsibilities in the workplace
- 7. Financial Fitness:** saving; budgeting; managing money; making financial decisions
- 8. Exploring Entrepreneurship:** business cycle: starting a business, purchasing raw materials, manufacturing, selling, earning; separating personal and business finances; identifying business opportunities in the community; prioritizing and choosing a business idea; six "Ps" of entrepreneurship: product, people, place, price, promotion, and production
- 9. Civic Engagement:** identifying and prioritizing community needs; interacting with government; mobilizing resources; conducting a community service project

Work Exposure Activities

In each module, you will do an activity that will get you out into your community, into real workplaces. You will learn by looking and talking to people. (These can be modified if there are active health and movement restrictions in place.) You will observe and learn about how businesses work and take notes about what you see. You will talk to employees and business owners or managers. This helps you to make more informed career choices and have realistic expectations about the working environment. You will be prepared for future work immersion, jobs or running your own small business.

Module	Details
Module 1: Personal Development	<ul style="list-style-type: none"> • What is work exposure? • Mapping workplaces in your community
Module 2: Interpersonal Communications	<ul style="list-style-type: none"> • Observing Communication in the Workplace
Module 3: Leadership and Teamwork	<ul style="list-style-type: none"> • Leadership in Real Workplaces
Module 4: Work Habits and Conduct	<ul style="list-style-type: none"> • Informational Interview
Module 5: Health and Safety	<ul style="list-style-type: none"> • Observing Health and Safety
Module 6: Rights and Responsibilities	<ul style="list-style-type: none"> • Interviewing employers and employees about rights in the workplace

Life Skills Self-Directed Learning Approach

The Life Skills modules are meant to be engaging and interactive. Even though it is a self-directed learning approach, there are many opportunities to be learning through interacting with others, including other learners, the mobile teacher, your family and friends and people in the community such as business owners, employers, managers and employees. Sometimes you will be reading, writing and reflecting about new topics. You will also be given opportunities to practice, apply, analyze or synthesize the content and skills you are introduced to.

As you move through the modules, you will notice that they are organized in the same way. Each module starts out with **objectives** and an **overview of activities and time required**, and a list of **written assignments**. A module begins and ends with a **learner reflection** (self-assessment). There is also an **End-of-Module Assessment** at the end of each module.

Modules are divided into **sessions** which each contain 2 – 5 **activities**. At the beginning of each session, you will find a table that links the session to DepEd's learning strands, content standards and learning competencies.


Learning Strand 5:	
Content Standard:	
Learning Competencies:	

This is followed by a textbox containing the **key topic and learning points** of the session.

↔ Key Topics and Learning Points ↔	
1.	
2.	
3.	
<hr/>	
★	
★	
★	
★	

Then there are the main **activities**, including that activity name, objectives, time required and a variety of tasks for you to do.

Activity x:

Objectives:
✓
✓
✓
 Recommended Time: 90 minutes

The tasks are represented by **icons**. Some of the icons you will see include:



Read and write



Read



Write



Think or reflect



x.x: Information to read or a worksheet to complete



Dialogue/talk with others

Other times you will see:



Let's Exercise! – This section is for comprehension check questions to ensure you have understood introduced concepts before moving to application.



Let's Apply! – This section is for application of concepts learned. You are putting the information learned into action!



Think about it!

This section encourages you to express your opinions to family and friends about a topic. Start a discussion with them face to face, via text, chat, or whatever means available and comfortable to you. It's always great to share your ideas and hear more points of view 😊.



Sharing is caring

This section encourages you to share your output to family and friends. You worked hard on this so now it is time to tell others about the task you have just completed. Do it face to face, via text, chat, or whatever means available and comfortable to you. It's always great to share your thoughts and hear feedback from people who care 😊

Requirements

There are a number of requirements that you will need to fulfill to pass the course and that will form part of your portfolio.

1. Learner Reflection at the beginning and end of each module
2. Written Assignments: These are a range of assignments that need to be completed as you move through a module. A list of written assignments is found at the beginning of each module.
3. End-of-Module Assessment

Support from ALS Teachers

An ALS teacher will be there to support you throughout the modules. The teacher will check in with you several times a week by phone, email, FB, FB messenger or in person to answer any questions you have and to monitor the progress you are making with assignments and activities. They are a great resource and will be able to help you when you do not understand something or want to know more about the session.

Good luck on your journey and have fun! By the time you finish with the modules, you will be well prepared to continue with your education, find a job or start your own business. Thank you!

Module 1: Personal Development

*"Mas mabuting pinag-iisipan ang kinabukasan
habang ikaw ay nasa kasalukuyan."*






One better thinks of the future while in the present.

Personal Development Objectives

By the end of the module, you will:

- ✓ Identify your values, skills and personal strengths and weaknesses
- ✓ Link personal values to your daily lives
- ✓ Identify goals
- ✓ Make a plan to reach your goals
- ✓ Appreciate different learning styles and identify different learning strategies

Module Overview

 Activity	 Time
 Session 1: Values and Skills	
1: Introductory Activity & Learner's Reflection	30-60 minutes
2. Values, Beliefs & Qualities	40-60 minutes
3: We Are All Unique	30-60 minutes
4: My Skills and Qualities	30-60 minutes
 Session 2: Setting & Achieving Goals	
5: Introduction & Process for Setting and Achieving Goals	90-120 minutes
6. Community Mapping	60 – 80 minutes
7. Session 1 & 2 Review & Application – Values, Skills, Goals	25-60 minutes
 Session 3: Learning New Skills	
8: Learning Style Assessment	25-60 minutes
9: Learning Strategies	40-60 minutes
10: Session 3 Review & Application – Learning New Skills	60-120 minutes
	Total Time: 7-12 hours

Written Assignments

This is a checklist of all the written documents for learners to accomplish. The facilitator will put a tick mark on the submitted outputs and follow-up on those that have not been submitted yet.

- ☐ 1.1: Examples of Values, Beliefs and Desirable Qualities
- ☐ 1.2: My Skills and Qualities
- ☐ Session 1 Writing Space: Values, Qualities, Skills
- ☐ Session 2 Writing Space: Tree Drawing
- ☐ Session 2 Writing Space Continued: Community Map
- ☐ 1.3 Setting and Achieving Goals
- ☐ 1.4: Steps to Achieving My Goals
- ☐ 1.5 How do you learn best?
- ☐ 1.6 Learning My Way
- ☐ Session 3 Writing Space: Relating Skills and Other Learnings to daily life

SESSION 1: VALUES AND SKILLS

Learning Strand 5: Understanding the Self and Society Content Standard: Intrapersonal Relationship (Positive Sense of Self) and Development of One's Potential Performance Standard: Develop a positive sense of self and discovering one's potential	
Learning Competencies:	
A	Self-awareness: Learning to Know Oneself
1.2	Demonstrate greater understanding of oneself – LS5DS-ID-PSA-BL/LE/AE/LS/AS-1.2
2	Describe oneself according to: <ul style="list-style-type: none"> • interests, hobbies, talents, skills (singing, dancing, etc.) • personal preferences (likes and dislikes) • character traits and emotions (helpful, courteous, obedient, diligent, sincere, determined, sensitive, etc.) – LS5US-ID-PSA-LE-A.2
B	Self-worth: Knowledge of One's Strengths and Weaknesses
2.1	Evaluate one's worth in terms of values/character – LS5DS-ID-PSA-BL/LE/AE/LS/AS-2.1
1	Identify one's strengths and weaknesses – LS5US-ID-PSA-LE-B.1

2	Identify observable values or character traits that are passed on from elders – LS5US-ID-PSA-LE-B.2
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Activity 1: Introductory Activity & Learner's Reflection

Objectives:

- ✓ Describe the topics that are important for planning one's future

 **Recommended Time:** 30 - 60 minutes



Read the proverb at the beginning of the module. What does it mean?



Read the objectives of the module. How does the proverb relate to the objectives?



During this module, you are going to identify what is important to you and how you can grow and move ahead. The first session will focus on identifying your own values, beliefs, interests, and strengths and weaknesses.

↔ Key Topics and Learning Points ↔

1. Values, beliefs and qualities
2. Skills and qualities assessment

- ★ Our values & beliefs affect the way we behave.
- ★ It is important to know what employers value and to behave in a way that respects those values. (ex. be respectful, hardworking, take initiative...)
- ★ Our values are often reflected in activities we are involved in.
- ★ Knowing your values, interests and skills will help you in finding work and being successful.
- ★ We are all unique, with our own values, interests and skills.

Learner's Reflection: Module 1 Personal Development

This is not a test but is a way for us to see what you already know or do not know about the topics. You will read a skill that is listed in the left column. Think about yourself and your experience. Then read the statements across the top. Check the column that best represents your situation. The results will help you and the instructor know which topics may require more time, effort and guidance.

Ang mga katanungan dito ay hindi test. Ito ay isang paraan upang malaman mo ang iyong kaalaman, kasanayan o kakayahan tungkol sa paksang ito. Basahin mo ang mga kaalaman, kasanayan o kakayahan na nakalista sa kaliwang kolum. Magbalik-tanaw sa iyong sarili at mga karanasan, basahin ang lahat ng mga pangungusap at i-tsek ang sagot na naaangkop sa iyong sitwasyon. Ang iyong kasagutan ay magiging gabay mo at ng iyong guro sa pagpapalawak ng iyong kaalaman tungkol sa paksang ito.

My experience Knowledge, skills and abilities <i>Kaalaman, kasanayan at kakayahan</i>	1 I don't have any experience doing this. <i>Wala akong karanasan sa paggawa nito</i>	2 I have very little experience doing this. <i>May kaunting karanasan ako sa paggawa nito.</i>	3 I have some experience doing this. <i>Mayroon akong karanasan sa paggawa nito</i>	4 I have a lot of experience doing this. <i>Marami akong karanasan sa paggawa nito</i>
Identifying my own strengths, interests & challenges / <i>Pagtukoy sa sariling kakayahan, interes at mga pagsubok</i>				
Setting a goal for myself / <i>Pagkakaroon ng sariling layunin sa buhay</i>				
Making a plan to reach a goal / <i>Paggawa ng plano upang maabot</i>				

My experience Knowledge, skills and abilities <i>Kaalaman, kasanayan at kakayahan</i>	1 I don't have any experience doing this. <i>Wala akong karanasan sa paggawa nito</i>	2 I have very little experience doing this. <i>May kaunting karanasan ako sa paggawa nito.</i>	3 I have some experience doing this. <i>Mayroon akong karanasan sa paggawa nito</i>	4 I have a lot of experience doing this. <i>Marami akong karanasan sa paggawa nito</i>
<i>ang layunin</i>				
Following the steps of a plan / <i>Pagsunod sa itinakdang plano</i>				
Paying attention to progress on following the plan and achieving the goal / <i>Pagbibigay-pansin sa progreso ng plano para makamit ang layunin</i>				
Understanding different ways of learning new skills and ideas / <i>Pag-unawa sa iba't ibang paraan upang matutunan ang mga bagong kakayahan at ideya.</i>				
<i>Identifying and using strategies to help me learn better / Pagtukoy at paggamit ng mga pamamaraan para mapalawak ang kaalaman</i>				

Activity 2: Values, Beliefs & Qualities

Objectives:

- ✓ Identify personal values
- ✓ Relate personal values to family and employer

 **Recommended Time:** 40 - 60 minutes




Think about someone you respect and who has served as your role model. (A role model is someone you look up to and whose behavior you would like to imitate.) What makes that person so special to you?



Write down the words that describe the person (e.g. passionate, honest, hardworking, committed, humorous...).



Our values guide us in planning for our future. Our values and beliefs serve as a foundation for choices we make, jobs we are interested in, and how we behave at work and in our personal lives.

1. **Read**  **1.1: Examples of Values, Beliefs and Desirable Qualities** below. There are so many values, beliefs and desirable qualities that influence the way people behave! These are just some examples. Are any of the words you wrote to describe your role model on the list?
2. **Fill** in the table. First choose the 5 most important personal values for yourself by marking an X next to the word under the “ME” column. Then choose the top 5 values for your family/friends in the next column. Finally, choose what you think are the 5 most important values to employers.



1.1: Examples of Values, Beliefs & Desirable Qualities

For each column, choose the top 5 values and mark them with an X

VALUES	ME	FAMILY/FRIENDS	EMPLOYER
Acceptance			
Accomplishment			
Ambitiousness			
Attentiveness			
Caring			
Cautiousness			
Commitment			
Communication			
Compassion			
Creativity			
Determination			
Devotion			
Dignity			
Empathy			
Enthusiasm			
Ethics			
Fairness			
Focus			
Friendliness			
Goals			
Honesty			
Inspiration			
Intelligence			
Involvement			
Loyalty			
Optimism			
Persistence			
Respect			
Responsibility			
Tolerance			



Think about it!

This section encourages you to express your opinions to family and friends about a topic. Start a discussion with them face to face, via text, chat, or whatever means available and comfortable to you. It is always great to share your ideas and hear more points of view 😊

1. How do the values that you have compare to those you think are important to family/friends and employers?

2. Given what you think employers value, how do you think you should behave at work?

3. Think about the things you do on a regular basis. What values are reflected in your daily activities?



Often the things you are involved in or like to do reflect your values. Many of the values you have might be similar to those of an employer. It is important to be aware of what employers value and to try and behave in a way that reflects those values when seeking a job or when working.



Sharing is caring

This section encourages you to share your output to family and friends. You worked hard on this so now it is time to tell others about the task you have just completed. Do it face to face, via text, chat, or whatever means available and comfortable to you. It is always great to share your thoughts and hear feedback from people who care 😊.

Discuss values, beliefs and desirable qualities with others in your household, neighborhood or community. Who have been their role models and why? What has been their experience related to values in the workplace?

Activity 3: We Are All Unique

Objectives:

- ✓ Reflect upon and share your values, beliefs and interests
- ✓ Realize that while there are similarities and differences amongst everyone, we are all unique individuals
- ✓ Develop self-worth

 **Recommended Time:** 30 - 60 minutes



Gather a few people nearby and **read** the following statements. Each person should decide if you strongly agree, somewhat agree, somewhat disagree or strongly disagree with the statement.

- | | |
|---|--|
| • I believe respect is the most important value. | • I want to work in an office. |
| • I think people should be on time to work. | • I like to be a leader. |
| • Spending time with your family and friends will keep you healthy. | • I prefer socializing with friends in my free time. |
| • I am a hard worker. | • I like action movies. |
| • I am well organized. | • I like to play sports. |
| • I like to read. | • I always respect my elders. |
| • I want to start my own business. | • I am a good problem solver. |
| • I want to work in construction. | • Everybody should be heard. |



Share your responses with each other and discuss. What do you notice? Did everybody have the same responses or were they different?



Everybody has their own opinions, feelings, interests and skills. Sometimes we have similarities with others and sometimes we have differences. We are all unique! It is this uniqueness that makes you who you are.



Continue the discussion with others. **Share** with each other your thoughts on:

1. Interests
2. Likes
3. Ambitions
4. Perfect leader
5. Principles in life
6. Beliefs
7. Hobbies
8. Talents
9. Person you look-up to as a role model

Activity 4: My Skills and Qualities

Objectives:


- ✓ Identify skills and qualities that are important to you in general and for work
- ✓ Assess your own skills and qualities
- ✓ Begin to determine next steps in improving skills and qualities

 **Recommended Time:** 30 - 60 minutes



Values influence how we spend our time and also lead us to developing skills and qualities that are useful for work.



Read  **1.2: My Skills and Qualities** and choose the top 6 skills or qualities that you would like to use in a job and circle them or **write** them in your notebooks. Rate yourself for all the 6 skills/qualities that you selected (using the 4 columns in the table). These skills and qualities can apply to work, to your education, or personal life.



Draw a line down the center of a piece of paper, creating 2 columns. Write *Strengths* on the left side and *Areas for Improvement* on the right side. Look at the 6 items you circled at the beginning. If you rated yourself as very good or good for a skill/quality, it means it is a Strength. If you rated themselves not so good or needs to improve a lot, it is an *Area for Improvement*.



Think about it!

This section encourages you to express your opinions to family and friends about a topic. Start a discussion with them face to face, via text, chat, or whatever means available and comfortable to you. It is always great to share your ideas and hear more points of view 😊.

Answer the following questions after you have completed the worksheet.

1. How did I rate myself in each of the 6 areas that I selected?
2. Which areas were my strengths and which areas do I need improvement in?
3. What skills/qualities can I improve under Areas of Improvement to turn them into Strengths? How can I do this?



Choose one of the following activities to do and share with someone in your home or community:

1. Write an essay. Select three areas for improvement and write about the steps that you will take to improve oneself.
2. Choose an object that represents yourself and write how that object relates to your skills and qualities.



1.2: My Skills and Qualities

Rate yourself and put an X in the appropriate box.

	very good	Good	not so good	needs to improve a lot
Dependable				
Patient				
Honest				
Responsible				
Punctual				
Courteous				
able to work in teams				
able to lead others				
able to work without supervision				
Creative				
self---confident				
Organized				
learn quickly				
Hardworking				
use money wisely				
give advice to people				
communicate clearly				
make decisions				
Write				
Supervise				
solve problems				



Session 1 – Writing Space

Use this space to complete any of the written assignments above or write any thoughts or ideas that have come to mind on values, qualities and skills.

Congratulations! You have completed the session on Values, Qualities, and Skills. You are now ready to move to the next session on Setting and Achieving Goals!

SESSION 2: SETTING & ACHIEVING GOALS

Learning Strand 5: Understanding the Self and Society

Content Standard: Intrapersonal Relationship (Positive Sense of Self) and Development of One's Potential

Performance Standard: Develop a positive sense of self and discovering one's potential

Learning Competencies: Self-Direction (Setting Goals) – LS5DS-ID-PSA-BL/LE/AE/LS/AS-3

C	Self-direction (Setting Goals)
1	Identify/State one's goals in life clearly and when these are to be achieved, with tangible and intangible success criteria – LS5US-ID-PSA-JHS-C.1
2	Balance tactical (short-term) and strategic (long-term) goals – LS5US-ID-PSA-JHS-C.2
3	Discuss the importance of each goal – LS5US-ID-PSA-JHS-C.3
4	Analyze the factors that make the achievement of one's goals difficult, such as the inability to manage time (no sense of urgency or priority) – LS5US-ID-PSA-JHS-C.4
5	State practical ways to achieve one's goal – LS5US-ID-PSA-JHS-C.5

↔ Key Topics and Learning Points ↔

1. Setting long and short term goals
2. Identify steps, time frame and resources needed to carry out goals (plan)

Goals should be:	Example that cannot be reached	Example that can be reached
Specific	I will become rich	I will earn RWF 100,000 per month
Measurable	I will attend evening classes	I will attend evening classes two times per week
Achievable	I will become president of Rwanda by next year	I will become the president of the youth group by next year
Realistic	I will become a team member of the national football team	I will play football with the local youth football team
Time Framed	I will find a construction job	I will find a construction job in the next 2 months

- ★ Steps to setting and achieving goals:
 1. Where do I want to be in the next 3 months, 6 months, 1 year?
 2. What must I know to get there?
 3. What steps must I take in order to know and be able to do these things?
 4. What abilities and experience do I already have that are going to help me take these steps?
 5. What obstacles might be in my way and how can I deal with them?
 6. What should I do first, second and so on?

Activity 5: Introduction & Process for Setting and Achieving Goals

Objectives:

- ✓ Identify long and short term goals
- ✓ Identify the steps needed to reach a goal, possible obstacles and needed resources

 **Recommended Time:** 90 - 120 minutes



Think about the values and skills you identified in the last activity. How can you apply these values and skills to your future?



Go to the writing space at the end of Session 2. Draw a large tree that includes the roots, trunk, major branches, smaller branches, leaves, flowers and thorns.



The growth of a tree is like the growth and development of a person. The parts of the tree represent the following:

Roots: your values and skills

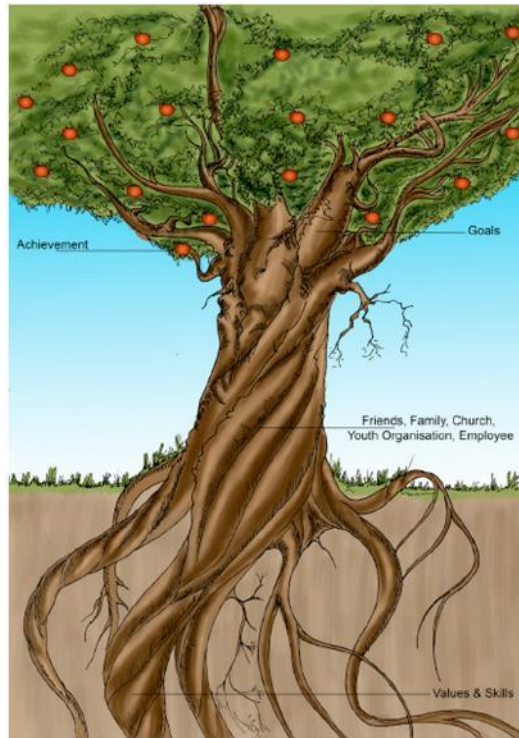
Trunk: areas in your lives that give them strength – friends, family, church, mosque, work place

Branches: goals in the near future (what you want to do or accomplish soon)

Thorns: obstacles you might meet along the way

Leaves: resources that you will need to reach goals (people, information)


Flowers: goals in the far away future or future achievements



Label the tree you have drawn with your own information.

- What were the values and skills you identified in the previous activities? Put those near the roots.
- Who are the people or what are the places that give you strength?
- What are your short-term goals (in the near future)?
- What are the obstacles you think you may encounter?
- What kind of resources or people will you need?
- What are your long-term goals (in the far away future)?



The branches represent **goals – where people want to reach or what they want to accomplish**. What general steps do you think you will need to take to reach one of your goals? To help answer this question, look at the picture in  **1.3: Setting and Achieving Goals** below.

We may have **short term goals** and **long term goals**. Short term goals are those that you might want to accomplish in 1 – 6 months. Long term goals are those that extend more into the future – 6 months, 1 year, 5 years, ... Regardless if they are short or long, goals need to be SMART – specific, measureable, achievable, realistic and time framed. Read the information and examples below the picture.



Write two short term goals and two long term goals. Use the information and examples to make sure they are SMART. Share them with someone in your house or community.


Short Term Goals:	Long Term Goals:
1.	1.
2.	2.



Select one of your goals and **think** about:

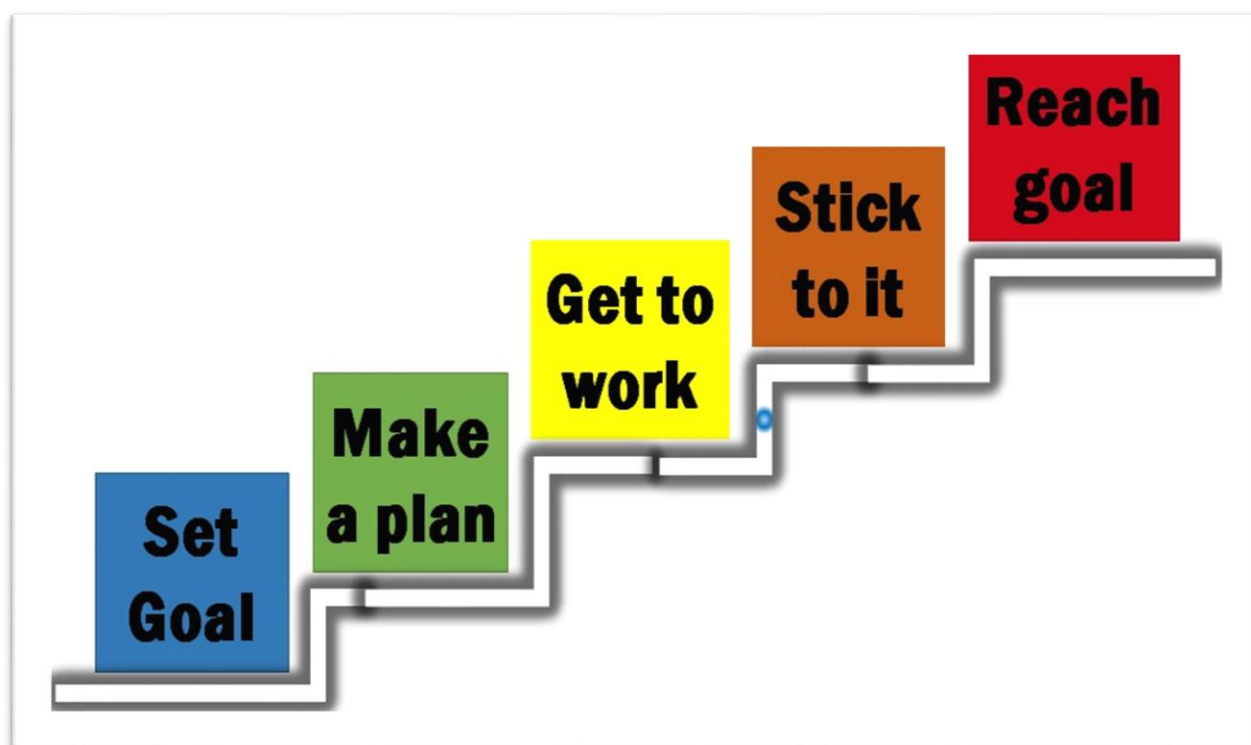
- What steps do I need to take to reach my goal?
- What abilities and experience do I already have that I can use?
- By when do I need to achieve each step?
- What do I need to achieve each step? Skills, capital, people's support...



Fill out the table in  **1.4: Steps for Achieving My Goals** that will lay out the steps you need to take, the time frame for each step and the resources you need to be able to carry out each step.



1. 3: Setting and Achieving Goals



Setting Goals

What is your vision of success? The image is different for each of us. For one person it's working in an office setting, for another it is being a successful farmer.

Goals should be SMART:	Example that cannot be Reached	Example that can be Reached
<u>S</u>pecific	I will become rich.	I will earn P5,000.00 per month.
<u>M</u>easurable	I will attend Saturday classes.	I will attend Saturday classes three times per month.
<u>A</u>chievable	I will become president of the Philippines by next year.	I will become the president of the youth group in our barangay by next year.

<u>Realistic</u>	I will become a player of one of the famous Philippine Basketball Association teams.	I will play basketball with the basketball team in our barangay.
<u>Time Framed</u>	I will find a construction job.	I will find a construction job in the next 2 months.

Steps to Setting and Achieving Goals

Setting goals is more than deciding what you want to do. It involves figuring out what you need to do to get where you want to go, and how long it will take you to get there.

The first step to success is knowing where you want to go. The second step is having a plan to get there. Your goals are your road map. Follow them and you'll be well on your way.

1. Where do I want to be in the next 3 months, 6 months, 1 year?

Example: By the end of the year, I want to graduate from secondary school.

Example: To graduate from secondary school, I will participate in an evening study group. I will study for one hour every evening. I will seek extra help from the teachers when I need it. I will improve my basic math skills...

2. What must I know to get there?

Example: In order to improve my basic math skills I will need to have a better foundation in the basic topics.

3. What steps must I take in order to know and be able to do these things?

Example: To improve my basic math skills, I will need to identify a math tutor who can spend time with me each week. To participate in an evening study group, I will need to ask my friends and teachers of existing study groups including the days and times they meet.

4. What abilities and experience do I already have that are going to help me take these steps?

Example: I will talk to people I know who are in my youth group, ask friends and teachers involved in on-going study groups, etc.

5. What obstacles might be in my way and how can I deal with them?

Example: It will be difficult to find time to participate in an evening study group because I take care of my younger siblings. I will see if I can get assistance from friends and see if there are any day time study groups.

6. What should I do first, second and so on?

**Let's Exercise!**

Read the statements one by one and decide if the goals are **reachable** or **not reachable**. Circle your answer per statement. Then, beside the statements you selected as **not reachable**, edit the statement to make it reachable.

For example:

I will be the first Filipino to go to outer space. reachable or not-reachable

I will become an SK leader in 5 years. reachable or not-reachable

1. I will become a painter someday. reachable or not-reachable

2. I will earn more money for my family. reachable or not-reachable

3. I will learn to cook adobo by next week. reachable or not-reachable

4. I will work in Jollibee this summer. reachable or not-reachable

5. I will buy my parents a house when I grow older. reachable or not-reachable



1.4: Steps for Achieving My Goals

Goal in 1 year from now:

Steps:

By When:

What do I need?:

1.

2.

3.

Sources:

Carney, Susan. *Goal Setting for Teens: Helping Kids Define and Meet Their Objectives*.
http://youthdevelopment.suite101.com/article.cfm/goal_setting_for_teens

Greene, Marie. *Activities for Goal Setting*. http://www.ehow.com/facts_5272548_activities---goal---setting.html

Practical Education for Citizenship and Employment (PECE) Resources and Planning Guide, Philadelphia. Group
Goal Setting Activities: An Approach from Youth Service Corps.
<http://sabes.org/resources/publications/adventures/vol4/4pece.htm>

Richmond, Annette. *A Better Way to Track Your Progress*. <http://www.career---intelligence.com/management/SmartGoals.asp>

Activity 6: Mapping Workplaces in your Community

Objectives:

- ✓ Identify where there are workplaces in your local community
- ✓ Identify where you can work observations and informational interviews to help you reach your goals
- ✓ Identify jobs in your community

 **Recommended Time:** 60 - 80 minutes



In this course you will do work exposure activities. These activities are designed to help us achieve our goals and develop our work readiness skills. We will go to workplaces and look and see. We will start to meet people and get information that will help us refine our goals determine and our next steps.

All of these activities can be incorporated into your Steps for Achieving your Goals plan and your biodata.



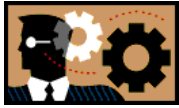
A workplace is a place with customers. They are of all sizes and of any sector. There are government offices and other services that you may not even think much about. A workplace can be an informal livelihood like a sari-sari store or a fisherman who has his own boat and sells his fish to a cannery. Workplaces include places run by the government such as schools and utility companies that provide water and electricity. Workplaces are businesses of all sizes, ranging from local businesses to large national and international brands with well-known names.

We can learn about workplaces and workplace behaviors in any of these places.



Write down some examples of different workplaces in your community.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

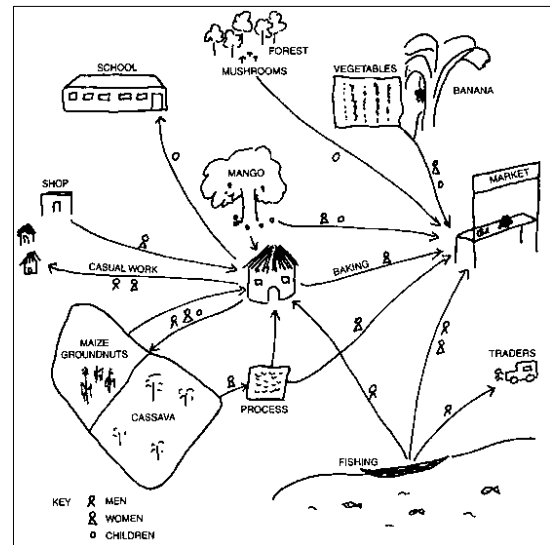


Let's Apply!

Before we go to any workplaces or talk to anyone, we need to identify the places where we can go. Often, there are workplaces right in front of us that we do not even think about.

Now you will draw a map. You will draw your local community.

Go to the writing space at the end of Session 2. Start by drawing the main roads and the small roads. On your map, add all of the businesses you see – large, small, formal and informal. If you are able, go outside to look and see to help you do the drawing.



Sharing is Caring

Share your map with someone who can give you ideas of other businesses in your community.



Think about the mapping process. What did you learn about your community?

In what workplaces would you like to do observations or talk to someone?

Which workplaces are related to your personal goals?



Let's Exercise!

Let's count jobs! You have 15 minutes to count how many jobs you can see. (For example shopkeeper, bank teller, security guard.) If you are able to leave your home, walk around your community and write down all the jobs you see. If you cannot, do it from memory.

Total number of jobs:			

Activity 7: Session 1 & 2 Review & Application – Values, Skills, Goals & Planning**Objectives:**

- ✓ Review the main topics presented during the session (values, beliefs and qualities; skills & qualities assessment; and goal setting and action plans)
- ✓ Recognize that our values, interests, skills, qualities and goals in life are interconnected
- ✓ Formulate plan of action using the ways/steps learned from the session that will help them achieve certain goal

 **Recommended Time:** 25 - 60 minutes




Think about all the main topics you have covered since the beginning of the module. What have you learned so far?



Values often serve as the foundation, or roots, of our interests and goals. In order to achieve our goals it is important to go through the steps covered during the last activity. It is important to know our values, beliefs, and qualities when planning for anything in our lives, including work and career.



Continue identifying your goals and the steps to reach them. You may have a long term goal that requires reaching several small term goals to achieve it. Use the template in  **1.4: Steps for Achieving My Goals** to continue planning. You can use the Writing Space at the end of the module if you need more room.

Another option, if you are feeling creative, is to create a collage of cutouts (pictures, words) from old magazines and newspapers that represent your goals and the steps you need to take to reach them.

**Sharing is Caring**

Share your goals and plans with someone who can give you advice on how to best accomplish your goals.



Session 2 – Writing Space

Use this space for your tree drawing.



Session 2 – Writing Space Continued

Use this space for your community map.

Congratulations! Now that you know how to set goals and the steps on how to achieve these, you are ready discover your learning styles and strategies!

SESSION 3: LEARNING NEW SKILLS

Learning Strand 5: Understanding the Self and Society Content Standard: Intrapersonal Relationship (Positive Sense of Self) and Development of One's Potential Performance Standard: Develop a positive sense of self and discovering one's potential	
Learning Competencies: Self-awareness: Learning to Know Oneself – LS5DS-ID-PSA-BL/LE/AE/LS/AS-1	
A	Self-awareness: Learning to Know Oneself
2	Describe oneself according to: preferred learning style(s) (audio-visual, manipulative) – LS5US-ID-PSA-LE-A.2

↔ Key Topics and Learning Points ↔

1. Different learning styles
2. Strategies on how to learn new skills and new information

- ★ People learn in different ways – by listening, seeing, doing, writing, reading, speaking.
- ★ People typically have a dominant learning style but usually combine different learning methods to accomplish a task.
- ★ Knowing how you learn best will help you develop strategies to learning in school and while at work.

Activity 8: Learning Style Assessment

Objectives:


- ✓ Recognize that people learn in different ways, using different skills
- ✓ Appreciate different ways of learning new things

 **Recommended Time:** 25 - 60 minutes



Think about a time when you learned something new. How did you learn it? Were you alone or with other people? What helped you to learn? What was challenging in the process?



You are now going to assess your learning style. Complete  **1.5: How Do You Learn Best?** found below. Check all the statements that apply to you. Afterwards, add up the number of items you checked for each category. The categories with the most check marks indicate your preferred learning style.



As you think critically about your learning style, keep in mind the following:

- ★ People learn in different ways and often combine learning styles to be able to understand or do something new.
- ★ To do well at work, we need to use different learning styles. We need a combination of skills.
- ★ Different people learn differently, so to work well with others, we need to understand that we all have different styles of learning.

For example, in learning how to operate a new machine, a person may need to observe someone else running it and then try it themselves with the guidance of someone experienced. It is important to be aware of learning styles that do not work for you so when learning something new you can be clear with others on how you learn best.



1.5: How Do You Learn Best?

Put check marks next to the items that apply to you.



Listening

- ☐ I like to listen to people talk about things.
- ☐ I usually remember what I hear.
- ☐ I learned more in school by listening to the teacher's explanation rather than by reading the textbook.
- ☐ I prefer listening to the news on the radio than reading the newspaper.

- ☐ I prefer that someone tells me about a meeting than reading an announcement.

Observing/Seeing

- ☐ I get pictures in my head when I read.
- ☐ I remember faces better than I remember names.
- ☐ When I have to concentrate on spelling a word, I see that word in my mind.
- ☐ I remember what pages in a book look like.
- ☐ I remember events in the past by seeing them in my mind.

Doing

- ☐ It's hard for me to sit still and study.
- ☐ I prefer learning by doing something with my hands than reading about that same thing in a book.
- ☐ I like to make models of things.
- ☐ When I see something new and interesting I usually want to touch it in order to find out more about it.
- ☐ I prefer going out with friends than staying home and reading a book.

Writing

- ☐ I write down things that I need to remember.
- ☐ I make fewer mistakes when I write than when I speak.
- ☐ I like it when people explain something to me by writing down the main points.
- ☐ When I read, I take notes to better understand the ideas I've read.
- ☐ After I take notes, I rewrite my notes to remember better.

Reading

- ☐ I like to read in my free time.
- ☐ I usually remember information that I read better than information that I hear.
- ☐ I prefer reading the newspaper than watching the news on TV.
- ☐ I can learn how to put something together by reading the instructions.
- ☐ I like it when teachers write on the board, so that I can read what they write.

Speaking

- ☐ When I have a problem to figure out I often talk to myself.
- ☐ I remember things better when I say them out loud. For example, if I have to

learn a new phone number I repeat it again and again to myself.

- ☐ I communicate better by speaking than by writing.
- ☐ I enjoy talking on the phone.
- ☐ I learn best when I study with other people, and we discuss new ideas or concepts.

Source: <http://literacynet.org/icans/chapter03/learnbest.html>

Activity 9: Learning Strategies

Objectives:

- ✓ Link your learning style with strategies on how to learn new skills and information

🕒 **Recommended Time:** 40 - 60 minutes




Read the scenario below and think about the approach to learning you might take if you were the new caterer.

Scenario: *You were recently hired in a food catering business. There are many new things you need to learn – policies, procedures and protocol at work; the use of utensils, equipment and kitchen tools you have not operated before; and the processes involved in preparing and preserving food, etc.*


Given your learning style, what strategies will you use to learn all of these new things?



It is important to speak up about your learning styles to others when you are learning something new. If for example you learn best through reading information, ask for the written information instead of just being told it.

Read  **1.6: Learning My Way.** It provides learning strategies for the different learning styles. Add more strategies to the list if you think of others, especially those related to your preferred learning style.



Practice the statements found at the end of  **1.6: Learning My Way** with someone in your household, neighborhood or community. The more you practice, the more comfortable you will become at expressing how you learn to others.



1.6: Learning My Way

Tips on how to improve your learning:

If you learn best by listening...

- Read aloud information you need to do a job or to study.
- Ask people to explain things to you that you don't understand.
- Study with other people.
- Call people on the phone instead of writing to them.
- Choose a job where listening plays an important role.

If you learn best by viewing...

- Watch other people do the things that you are going to need to know how to do. You will be able to visualize their actions later on.
- As you read something imagine what it would look like if it were happening in real life or on TV.
- Take note of the shape and color of the things that you will want to remember.
- Visualize telephone numbers and words in your mind.
- Use charts, graphs, pictures.

If you learn best by doing...

- If given a choice, show others that you know how to do something by showing them how you do it.
- Go on visits to places to see how things are actually done.
- When you have to learn how to do something new, watch someone who is actually doing it and ask them to coach you while you do it.
- Choose a job that lets you work with your hands and move around.

If you learn best by writing...

- When you read, underline and take notes as you read along.
- Take notes when listening to instructions.
- Write down the things that you need to do. Make lists. Keep a written schedule.
- Get a job that involves writing.

If you learn best by reading...

- Take good notes and then read them later on.
- Read instructions instead of having someone tell you or show you how to do something.
- Have people write down directions for you to read.
- Get information through the written word.
- Choose a job that requires reading.

If you learn best by speaking...

- Ask questions when you don't understand something or need clarification.
- Study with other people so that you can talk to them about the new information.
- Repeat things right after you hear them in order to better remember them.
- Choose a job that requires a lot of talking.

Many people aren't aware that learning preferences exist. Others are usually not aware of what your particular learning preference is. Let them know. Feel free to share with them what you know about your own learning style.

Doing: "I wonder if you could show me how this works?" **Listening:** "Could you explain to me how this works?"

Reading: "Would you mind giving me written instructions of how this works?"

Viewing: "Would you mind giving me a diagram of how this works?"

Speaking: "Let's talk through this together."

Writing: "Let me write down what you are saying about how this works."

Other Considerations: It is also important to strengthen your weak learning styles. Select a style that is weak and share ideas with classmates for improving that learning style.

Source: <http://literacynet.org/icans/chapter03/myway.html>

Activity 10: Module 1: Personal Development Review**Objectives:**

- ✓ Review the main topics presented during the module
- ✓ Apply the knowledge gained to particular situations or scenarios

 **Recommended Time:** 60 - 120 minutes



Reflect on what you have learned in this module. What lessons did you learn from each session?

**Let's Apply!**

Read the scenarios below and write an ending to the story. The ending should lead to the achievement of a certain goal in the story. You should also incorporate general styles of learning into the story.

Scenario 1:

Julius, a young father, has a long term goal of getting a certificate in plumbing in one year. With the certification, he will get more work and receive a higher pay that could help him send his son to a pre-school. What short term goals should Julius have to help him achieve his long term goal?

Scenario 2:

Marian is a very hands-on learner. She could quickly learn by observing and doing. As her supervisor is getting ready to leave, he quickly gives her instructions on how to use a new saw and asks her to cut some pieces of wood for the next day. Marian is worried that she will not be able to cut the pieces properly. What should Marian do?

Scenario 3:

To be a teacher is Bea Elaine Quicho's biggest dream. With her parents' seasonal income and Bea's 5 younger siblings who are their priority, she accepted the fact she really cannot proceed to college. Upon learning about a free skills training, she immediately grabbed it and enrolled in the food processing course. She passed the NC2 assessment and got her certificate. With newly gained confidence after receiving her certificate, she thinks about her dream of becoming a teacher. What short term goals could Bea set to help her achieve her long term goal of becoming a teacher?



Remember our values, qualities, interests and skills help us to reach our goals. As we strive to reach our long term goals, we need to set shorter term goals and plan to help us get there. Often as we work towards achieving our goals we are learning. We all have different learning styles. Being aware of what your learning style is will help you advocate for what you need and will help you perform better in your personal and professional life.



Session 3 – Writing Space



One never stops learning. Based on that, it is helpful to take some time to reflect and ask ourselves what we learned in this module:



1. How do the skills and other things I learned relate to my daily life?
2. How can the skills and what I learned help me work better?
3. What steps can I take to improve any of the skills or attitudes that I learned more about?

Use this space to answer these questions and reflect about your ongoing learning.

Learner's Reflection: Module 1 Personal Development

Remember this? You answered this at the beginning of the module. Answer it again and compare your results with your previous reflection. Is there a difference?

This is not a test but is a way for us to see what you already know or do not know about the topics. You will read a skill that is listed in the left column. Think about yourself and your experience. Then read the statements across the top. Check the column that best represents your situation. The results will help you and the instructor know which topics may require more time, effort and guidance.

Ang mga katanungan dito ay hindi test. Ito ay isang paraan upang malaman mo ang iyong kaalaman, kasanayan o kakayahan tungkol sa paksang ito. Basahin mo ang mga kaalaman, kasanayan o kakayahan na nakalista sa kaliwang kolum. Magbalik-tanaw sa iyong sarili at mga karanasan, basahin ang lahat ng mga pangungusap at i-tsek ang sagot na naaangkop sa iyong sitwasyon. Ang iyong kasagutan ay magiging gabay mo at ng iyong guro sa pagpapalawak ng iyong kaalaman tungkol sa paksang ito.

My experience Knowledge, skills and abilities <i>Kaalaman, kasanayan at kakayahan</i>	1 I don't have any experience doing this. <i>Wala akong karanasan sa paggawa nito</i>	2 I have very little experience doing this. <i>May kaunting karanasan ako sa paggawa nito</i>	3 I have some experience doing this. <i>Mayroon akong karanasan sa paggawa nito</i>	4 I have a lot of experience doing this. <i>Marami akong karanasan sa paggawa nito</i>
Identifying my own strengths, interests & challenges / <i>Pagtukoy sa sariling kakayahan, interes at mga pagsubok</i>				
Setting a goal for myself / <i>Pagkakaroon ng sariling layunin sa buhay</i>				
Making a plan to reach a goal / <i>Paggawa ng plano upang maabot ang layunin</i>				
Following the steps of a plan / <i>Pagsunod sa itinakdang plano</i>				

My experience Knowledge, skills and abilities <i>Kaalaman, kasanayan at kakayahan</i>	1 I don't have any experience doing this. <i>Wala akong karanasan sa paggawa nito</i>	2 I have very little experience doing this. <i>May kaunting karanasan ako sa paggawa nito</i>	3 I have some experience doing this. <i>Mayroon akong karanasan sa paggawa nito</i>	4 I have a lot of experience doing this. <i>Marami akong karanasan sa paggawa nito</i>
Paying attention to progress on following the plan and achieving the goal / <i>Pagbibigay-pansin sa progreso ng plano para makamit ang layunin</i>				
Understanding different ways of learning new skills and ideas / <i>Pag-unawa sa iba't-ibang paraan upang matutunan ang mga bagong kakayahan at ideya</i>				
Identifying and using strategies to help me learn better / <i>Pagtukoy at paggamit ng mga pamamaraan para mapalawak ang kaalaman</i>				

End-of-Module Assessment

Congratulations for finishing Module 1: Personal Development! At the end of every module you will take a short assessment to see how much you have learned. It will help you and your teacher identify the knowledge and skills you know and what still needs reinforcing. The results will not affect your ability to continue in the program.

Structure of the Assessment: It has a total of 10 questions. Some questions are multiple choice and some questions are true or false. You should choose only ONE answer for each question.

Once you have finished answering the questions, note down any clarifications you want to ask your instructor.

Module 1: Personal Development

Circle an answer for each statement.

English	Tagalog
1. Identifying one's values, strengths, challenges, opportunities and interests are part of personal development. a. True b. False	1. Ang pagkilala sa mga paniniwala, kakayahan, hamon, oportunidad, at interes ay bahagi ng pansariling pag-unlad. a. Tama b. Mali
2. Your values are reflected in the following: a. Your interests b. How you spend your time c. Choices you make d. All of the above	2. Nasasalamín ang mga paniniwala mo sa sumusunod: a. Mga hilig b. Mga pinagtutuunan ng panahon c. Mga pasya d. Lahat ng nabanggit

<p>3. Values and skills are the same thing.</p> <p>a. True b. False</p>	<p>3. Ang mga paniniwala at mga kakayahan ay pareho.</p> <p>a. Tama b. Mali</p>
<p>4. An example of a clear personal development goal is:</p> <p>a. I want to find work b. I want to work in my district c. I want to work with people d. I want to find a construction job in my district over the next three months e. all of the above</p>	<p>4. Halimbawa ng isang malinaw na pansariling layunin ang:</p> <p>a. Gusto kong makahanap ng trabaho b. Gusto kong magtrabaho sa distrito ko c. Gusto kong makipagtrabaho sa mga tao d. Gusto kong makahanap ng trabaho sa construction sa distrito ko sa loob ng sunod na tatlong buwan e. lahat ng nabanggit</p>

<p>5. You have a long term goal of getting a certificate in plumbing in one year. With the certification you will get more work and receive a higher pay. Select examples of short term goals that may help you achieve your long term goal.</p> <ol style="list-style-type: none"> Identify a training program in my district that offers plumber's certification Talk with experienced plumbers in the area to find out what they did to become good plumbers. Find an opportunity to apprentice with an experienced plumber by visiting youth employment agencies or asking plumbers directly. All of the above 	<p>5. Mayroon kang pangmatagalang layunin na makatanggap ng sertipiko sa pagtutubero sa loob ng isang taon. Dahil sa sertipiko, makakukuha ka ng mas maraming trabaho at makatatanggap ng mas malaking kita. Pumili ng mga halimbawa ng madaliang layuning makatutulong sa iyo upang makamit ang pangmatagalan mong layunin.</p> <ol style="list-style-type: none"> Tumukoy ng isang training program sa distrito ko na nagbibigay ng sertipiko sa pagtutubero Kumausap ng mga beteranong tubero sa lugar para alamin ang ginawa nila para maging magaling na tubero. Humanap ng oportunidad na maturuan ng isang beteranong tubero sa pagpunta sa mga youth employment agency o sa direktang pagtatanong sa mga tubero. Lahat ng nabanggit
<p>6. Once you write a personal development plan, you should stick to it and not change it until you have reached your long-term goals.</p> <ol style="list-style-type: none"> True False 	<p>6. Matapos mong makasulat ng isang plano para sa personal nap ag-unlad, kailangan mo itong panatilihin at hindi ito binabago hanggang sa makamit mo ang mga pangmatagalan mong layunin.</p> <ol style="list-style-type: none"> Tama Mali
<p>7. Everyone has the same way of learning new skills.</p> <ol style="list-style-type: none"> True False 	<p>7. Pare-pareho lang ang paraan ng lahat ng tao sa pagkatuto ng mga bagong bagay.</p> <ol style="list-style-type: none"> Tama Mali

<p>8. You are a very hands-on learner, learning best by observing and doing. As your supervisor is getting ready to leave, he quickly gives you instructions on how to use a new saw and asks you to cut some pieces of wood for the next day. You want him to show you how to use it but he seems like he is in a hurry to leave. What do you do?</p> <ol style="list-style-type: none"> Hope you will remember what he said to do to run the saw. Thank him for the information and tell him you have understood. Ask him if he has the time to show you before leaving or if there is someone else who can show you how to run the saw so you are sure you have understood. Ask a co-worker to do the work for you while you continue with another task. 	<p>8. Nakapaka-hands-on mo sa pag-aaral, mas mabibilis kang natututo kapag nanonood o gumagawa. Nang pauwi na ang supervisor mo, mabilis ka niyang tinuruan kung paano gumamit ng isang bagong lagari at sinabihan kang magputol ng mga kahoy kinabukasan. Gusto mong ipakita niya sa iyo kung paano iyon gamitin, pero mukhang nagmamadali siya. Ano ang gagawin mo?</p> <ol style="list-style-type: none"> Manalig na maaalala mo ang sinabi niya kung paano gamitin ang lagari. Pasalamatan siya sa impormasyon at sabihing naintindihan mo. Tanungin siya kung may oras siyang ipakita sa iyo ang paggamit bago siya umalis o kung may ibang taong puwedeng magpakita sa iyo kung paano gamitin ang lagari, para makasigurado kang naintindihan mo. Makisuyo sa isang katrabahong gawin para sa iyo ang iniutos habang ipinagpapatuloy mo ang ibang gawain.
<p>9. The best way to learn something new is to:</p> <ol style="list-style-type: none"> Read about it and memorize the information Follow the instructions of the instructor Talk about it and work together with others Practice it Watch someone else doing it All of the above 	<p>9. Ang pinakamabuting paraan para matuto ng ibang bagay ay:</p> <ol style="list-style-type: none"> Magbasa tungkol dito at sauluhin ang impormasyon Sundin ang itinuro ng guro Pag-usapan ito at makipagtulungan sa ibang tao Magsanay Panoorin ang ibang taong gawin ito Lahat ng nabanggit

<p>10. If you do not like learning in a certain way (for example, through reading or writing), you should avoid it as much as you can.</p> <p>a. True b. False</p>	<p>10. Kung hindi mo tipong mag-aral sa isang paraan (halimbawa, sa pagbabasa o pagsusulat), kailangan mong iwasan iyon hangga't maaari.</p> <p>a. Tama b. Mali</p>
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Congratulations! You have completed the module on Personal Development! You are now ready to conquer the next module on Interpersonal Communication.