

Paalala sa mga Gurong Bumibili

Ang PowerPoint na ito ay **orihinal** na gawa ni **Miss Alyssa D. Caranto** at para lamang sa *personal na gamit ng gurong bumili*.

Mahigpit na ipinagbabawal ang *pagkopya, paggaya, pamamahagi, at pagbebenta* ng anumang bahagi nito, alinsunod sa **R.A. 8293 (Intellectual Property Code of the Philippines)**.

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Maraming salamat sa inyong suporta at pag-unawa.

UNDERSTANDING AND STRENGTHENING THE SELF

A
Teacher V

LEARNING COMPETENCIES

examine one's sense of self through understanding key developmental stages, tasks, and protective and risk factors of late adolescence and early adulthood



ACTIVITY: VISION CASTING

Imagine that you are successfully retiring. You are tasked with giving a speech before a group of younger professionals by your manager.



ACTIVITY: VISION CASTING

Procedures:

- Carefully do a self-reflection of the event to yourself. You may choose to close your eyes.
- Identify the occasion
- Describe vividly what you are wearing
- Describe the feelings of the people in the audience who want to listen to you.
- Describe how you are feeling. Savor the moment.

ACTIVITY: VISION CASTING

- Processing Questions
 1. How did you feel when you were entering the room to give your speech?
 2. What did the other people in the room feel?
 3. What were you feeling when you gave your speech?



ACTIVITY: VISION CASTING

4. What advice did you give to the younger generation of employees

5. How does it feel to give such advice?



ACTIVITY: VISION BOARD

Identify goals for yourself. Look at all the achievements that you have. You can be a successful student but you can also be successful with friends. You can be a person who can be depended on. A person who is reliable. You may be the person who excels in sports.



ACTIVITY: VISION BOARD

Afterwards, craft some goals that you have for yourself upon finishing senior high school, five years from now and ten years from now. You may use symbols to identify your goals for yourself.



ACTIVITY: VISION BOARD

How I see myself	What am I doing
after senior high	
5 years from now	
10 years from now	



ACTIVITY: VISION BOARD

Processing Questions

1. How does it feel to craft self-goals?
2. What can you say about the goals that you have for yourself?
3. How can you see yourself as a young adult? What work will you have?



VIDEO WATCHING

THE HUMAN LIFE

VIDEO WATCHING

Guide questions:

1. What are the notable changes that you observe in the different stages of life?

2. At your age, what are the changes that you encounter that are similar to the person presented in the video clip that you have observed





ERIK ERIKSON'S PSYCHOSOCIAL STAGES



1. TRUST VS. MISTRUST (0–1 YEAR)

- Basic Conflict: Trust vs. Mistrust
- Virtue: Hope
- Description: Infants depend on caregivers; consistent care builds trust and security.



1. TRUST VS. MISTRUST (0–1 YEAR)

- At this stage, infants rely on caregivers for their basic needs such as food, warmth, and comfort.
- When caregivers provide consistent and loving care, the child develops trust and feels safe in the world.



1. TRUST VS. MISTRUST (0–1 YEAR)

- If care is inconsistent or neglectful, the child develops mistrust, leading to fear and insecurity.
- Example: A baby who is regularly fed and comforted when crying learns that people can be trusted.



2. AUTONOMY VS. SHAME AND DOUBT

- Basic Conflict: ~~Autonomy vs. Shame and Doubt~~
(1-3 YEARS)
- Virtue: Will
- Description: Children develop independence; support builds confidence, overcontrol leads to doubt.



2. AUTONOMY VS. SHAME AND DOUBT

- (1-3 YEARS)
- Toddlers begin to explore independence by doing simple tasks like walking, feeding themselves, and making choices.
 - When they are supported and encouraged, they develop autonomy or independence.



2. AUTONOMY VS. SHAME AND DOUBT

(1-3 YEARS)

- If they are overly controlled or criticized, they may feel shame and doubt about their abilities.
- Example: A child allowed to try dressing themselves gains confidence, while constant scolding may make them feel incapable.

3. INITIATIVE VS. GUILT (3–6 YEARS)

- Basic Conflict: Initiative vs. Guilt
- Virtue: Purpose
- Description: Children explore and take initiative; encouragement builds purpose, restriction leads to guilt.



3. INITIATIVE VS. GUILT (3–6 YEARS)

- Children start to take initiative by planning activities, asking questions, and engaging in imaginative play.
- When their efforts are supported, they develop a sense of initiative and purpose.



3. INITIATIVE VS. GUILT (3–6 YEARS)

- If they are discouraged or punished, they may feel guilt for trying new things.
- Example: A child encouraged to play pretend games develops creativity, while being told “stop doing that” may reduce their confidence.



4. INDUSTRY VS. INFERIORITY (6–12 YEARS)

- Basic Conflict: Industry vs. Inferiority
- Virtue: Competence
- Description: Focus on learning and skills; success builds confidence, failure leads to inferiority.



4. INDUSTRY VS. INFERIORITY (6–12 YEARS)

- During the school years, children focus on learning new skills and achieving tasks.
- Success leads to a sense of industry or competence, while repeated failure or lack of encouragement results in inferiority.



4. INDUSTRY VS. INFERIORITY (6–12 YEARS)

- Example: A student praised for completing schoolwork feels capable, while constant criticism may lead to low self-esteem.



5. IDENTITY VS. ROLE CONFUSION (12–18 YEARS)

- Basic Conflict: Identity vs. Role Confusion
- Virtue: Fidelity
- Description: Adolescents explore identity and values; success builds self-identity, confusion leads to uncertainty. ✨

5. IDENTITY VS. ROLE CONFUSION (12–18 YEARS)

- Adolescents explore their identity, beliefs, and future goals.
- Successfully resolving this stage leads to a strong sense of identity.



5. IDENTITY VS. ROLE CONFUSION (12–18 YEARS)

- Failure leads to role confusion, where the individual is unsure about who they are.
- Example: A teenager exploring career options and values develops self-identity, while pressure to follow others may cause confusion.



6. INTIMACY VS. ISOLATION (YOUNG ADULTHOOD)

- Basic Conflict: Intimacy vs. Isolation
- Virtue: Love
- Description: Forming close relationships; success leads to strong connections, failure leads to isolation.

6. INTIMACY VS. ISOLATION (YOUNG ADULTHOOD)

- Young adults seek to form close, meaningful relationships.
- Successful relationships result in intimacy and emotional connection, while failure leads to isolation and loneliness.



6. INTIMACY VS. ISOLATION (YOUNG ADULTHOOD)

- Example: Forming strong friendships or romantic relationships builds connection, while avoiding closeness leads to isolation.



7. GENERATIVITY VS. STAGNATION (MIDDLE ADULTHOOD)

- Basic Conflict: Generativity vs. Stagnation
- Virtue: Care
- Description: Contributing to society and guiding others; success brings purpose, failure leads to stagnation.

7. GENERATIVITY VS. STAGNATION (MIDDLE ADULTHOOD)

- Adults focus on contributing to society, raising families, and helping others.
- Success leads to generativity or productivity, while lack of contribution results in stagnation.
- Example: A teacher guiding students or a parent raising children feels fulfilled, while lack of purpose leads to feeling unproductive.

8. INTEGRITY VS. DESPAIR (LATE ADULTHOOD)

- Basic Conflict: Integrity vs. Despair
- Virtue: Wisdom
- Description: Reflecting on life; fulfillment brings satisfaction, regret leads to despair.



8. INTEGRITY VS. DESPAIR (LATE ADULTHOOD)

- In old age, individuals reflect on their lives.
- A sense of fulfillment leads to integrity, while regret leads to despair.
- Example: An elderly person proud of their life achievements feels satisfied, while one filled with regret may feel unhappy.

Erikson's theory shows that development is lifelong and strongly influenced by social relationships. Each stage builds on the previous one, and successfully resolving each conflict leads to a well-developed, confident, and emotionally healthy individual.



ACTIVITY

Find a partner for this activity. Conduct a short interview with your partner using the given guide questions to gather the needed information or data. Each student will take turns asking and answering the questions.



ACTIVITY

1. How old are you?
2. What is your dream job?
3. How do you see yourself 10 years from now?
4. How do your life experiences affect your decision-making skills?
5. What made you choose this career?



CAREER DEVELOPMENTAL THEORY OF DONALD SUPER



CAREER DEVELOPMENTAL THEORY OF DONALD SUPER

- Donald E. Super's career development theory is perhaps the most widely known life-span view of career development.
- Developmental theories recognize the changes that people go through as they mature, and they emphasize a life span approach to career choice and adaptation.

CAREER DEVELOPMENTAL THEORY OF DONALD SUPER

- These theories usually partition working life into stages, and they try to specify the typical vocational behaviors at each stage.



1. GROWTH STAGE (BIRTH–14

- At this stage, individuals begin to develop their interests, abilities, and attitudes toward work. Their self-concept is shaped by family, school, and early experiences. Children start to imagine what they want to be in the future based on what they like and what they are good at.
- Example: A child who enjoys drawing may dream of becoming an artist or designer.

2. EXPLORATION STAGE (15–24

- This stage focuses on **YEARS** exploring different career options. Individuals try new experiences, develop skills, and begin making career decisions. They may choose a course, strand, or training that aligns with their interests and abilities. This stage involves trial and decision-making.
- Example: A senior high school student choosing a strand or a college student deciding on a degree program.

3. ESTABLISHMENT STAGE (25–44 YEARS)

- At this stage, individuals enter the workforce and begin building their careers. They aim to gain experience, improve skills, and achieve stability in their chosen field. They may also seek promotions or better opportunities to grow professionally.
- Example: A new employee working hard to gain experience and eventually become a supervisor or manager.

4. MAINTENANCE STAGE (45–64 YEARS)

- In this stage, individuals focus on maintaining their position and continuing to improve their performance. They adapt to changes in the workplace, update their skills, and remain productive. Stability and consistency are important during this period.
- Example: An experienced teacher attending seminars and trainings to keep up with new teaching strategies.

5. DECLINE / DISENGAGEMENT STAGE

- At this stage, individuals begin to reduce their work responsibilities and prepare for retirement. They gradually disengage from full-time work and focus more on personal life, family, and leisure activities.
(65 YEARS AND ABOVE)
- Example: A retiree spending more time with family or engaging in hobbies instead of full-time work.



ACTIVITY



ACTIVITY: FOCUS GROUP

DISCUSSION

In a group, answer the following questions:

1. What do you want to do after finishing senior high school?
2. How do you see yourself working?
3. How do you see yourself as a young adult?
4. When can you say that you are already successful?

ACTIVITY: FOCUS GROUP

DISCUSSION

Form into groups. Identify how you can be effective in the following:



1. Marco is invited to a party. His friends give him high designer drugs. These are quite expensive but illegal. If you were Marco what would you do?

Processing Questions:

1. What was on Marco's mind when he was given expensive designer drugs?
2. Why did Marco's friends give him drugs?
3. What would Marco do in this situation? Will he have a dilemma? Explain your answer.
4. What would you do if you were in this situation?

2. Joey wants to take their relationship with his significant other to the next level. He knows that he has to prioritize his studies and getting into a good college. However, after dating for four years, he finds dating boring and wants to explore something new. He wants to start having sexual relations with his significant other.



Processing Questions:

1. Why would Joey want to take their relationship to the next level?
2. What would his significant other feel if Joey asks this?
3. What factors led him to think that they should be going to the next level?
4. What are the consequences of this action?
5. If you were Joey's significant other, how would you make your decision?

3. Madel wants to enter the most popular university in their province. She prepares hard for the entrance examinations. She confidently took the test. When the results got released, she failed. She feels that it is the end of the world for her and she does not want to study anymore.



Processing Questions:

1. Why is Madel feeling this way? Would you feel the same way, too?
2. What options can Madel take after failing this exam?
3. What advice would you give Madel if you were her friend?
4. If you were to write a letter of support to Madel, what would the contents be? Write a short note to Madel.



ACTIVITY



ACTIVITY

This is a research-based activity where students will be asked to search for news or an article online about the different developmental stages.

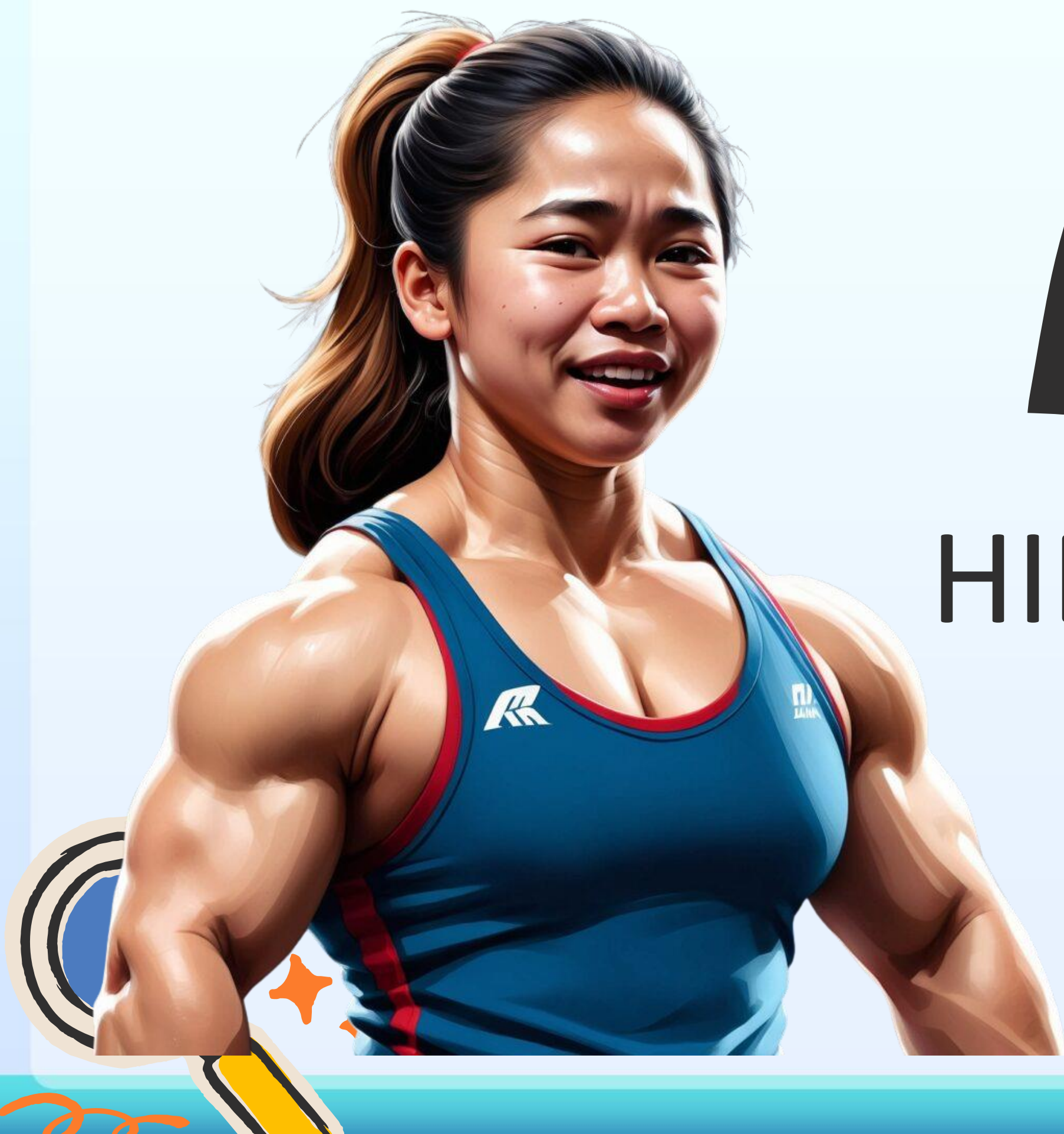
A group with eight members should be formed, assigning (1) leader, (1) Secretary, and (2) Presenters.



ACTIVITY

The students should read the news or article properly, understanding how Erik Erikson's Psychosocial Theory or Donald Super's Career Developmental Theory affects the person involved in the news or article.

- Read the story below
- Identify the experiences that Hidilyn had during her childhood, adolescence and young adulthood years. ✨
- Answer the processing questions after



ACTIVITY

HIDILYN'S JOURNEY

HIDILYN'S JOURNEY



Hidilyn Diaz's journey as an Olympic gold medalist can be meaningfully analyzed through Donald Super's Career Development Theory, which outlines five stages of career growth: growth, exploration, establishment, maintenance, and disengagement.

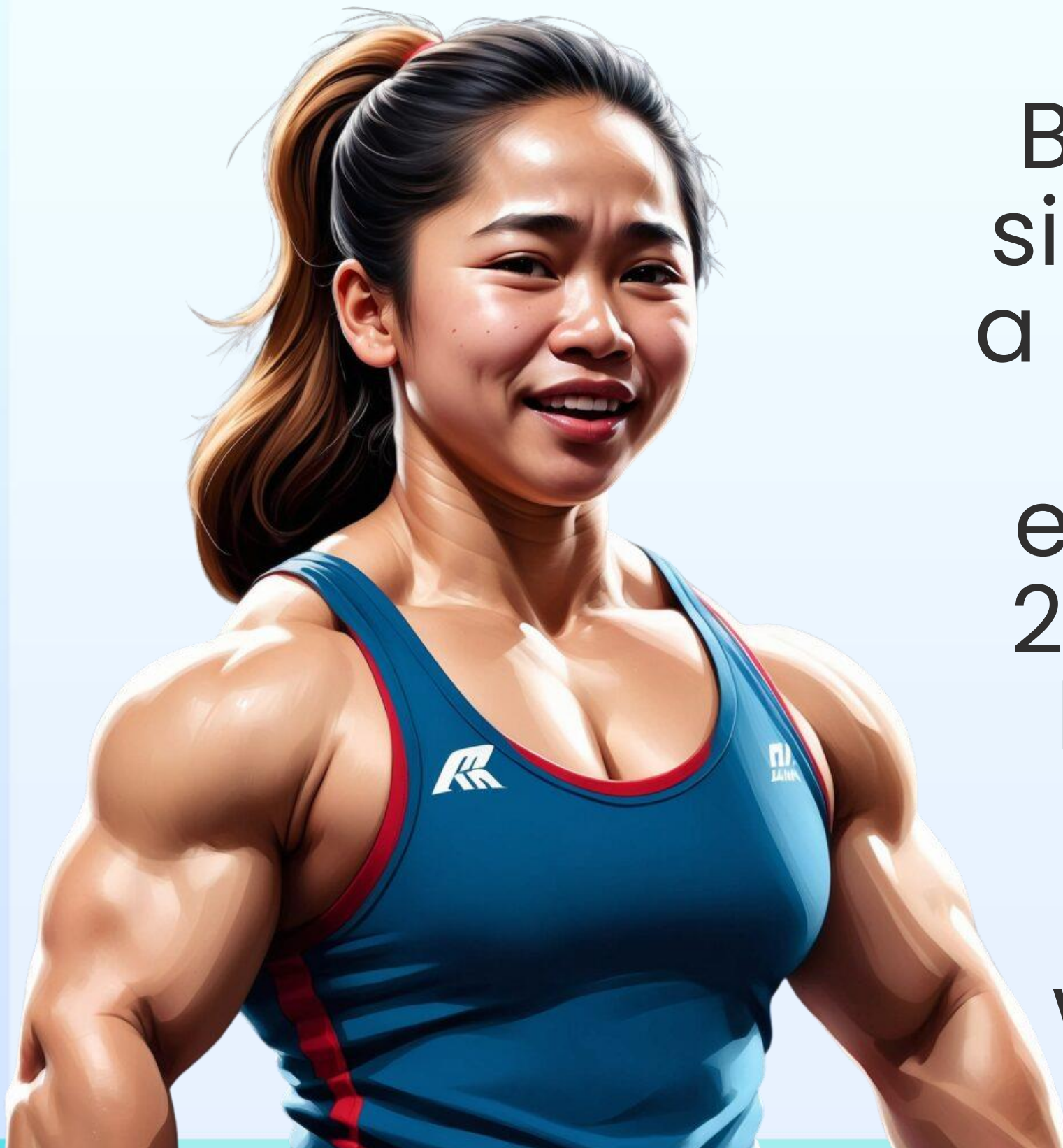
HIDILYN'S JOURNEY



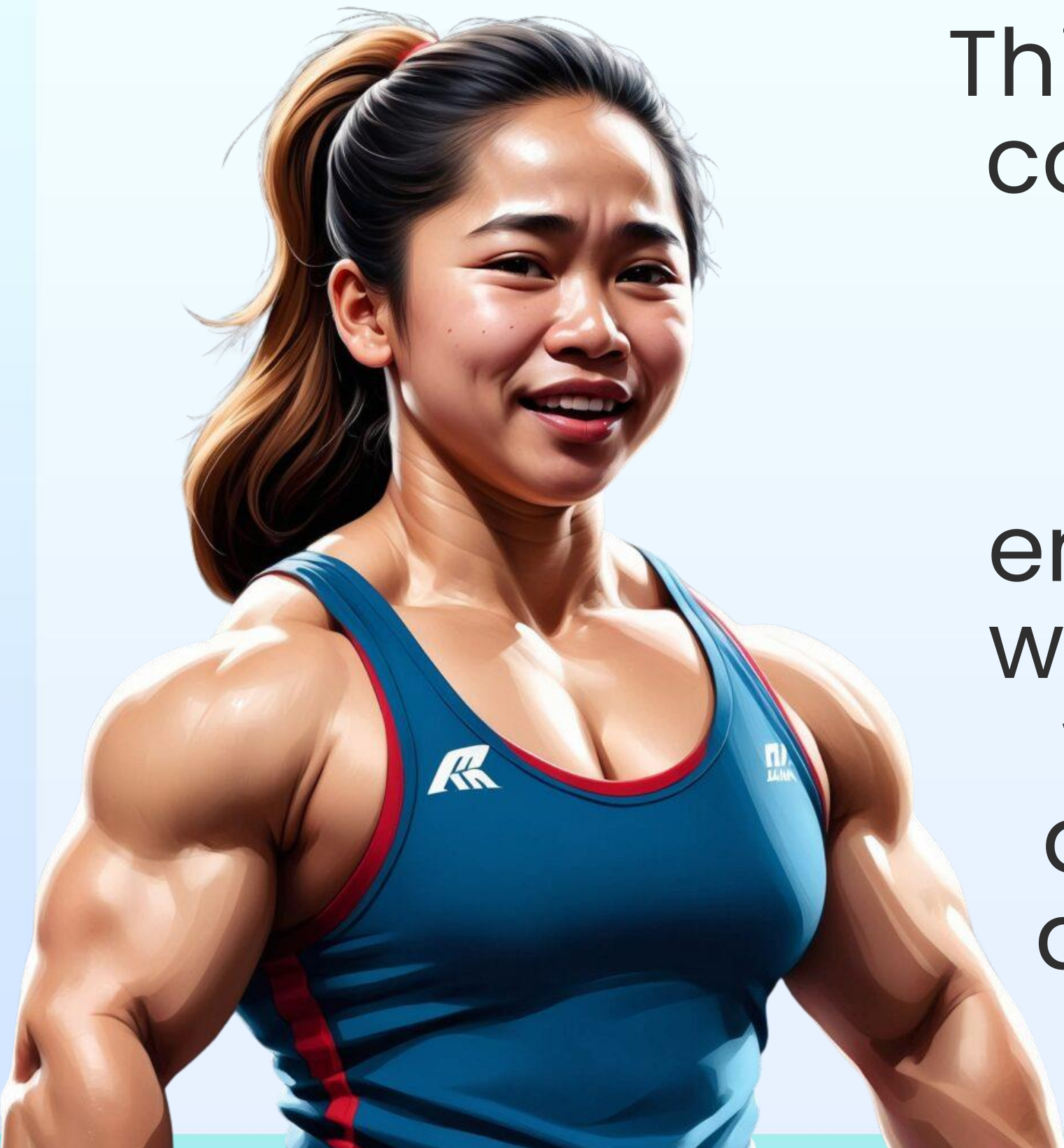
In her early years, during the growth stage, Hidilyn developed an awareness of her interests and capabilities while growing up in Zamboanga, where she was introduced to weightlifting by a cousin. As a teenager, she entered the exploration stage, experimenting with her athletic skills and competing in local and national events.

HIDILYN'S JOURNEY

Her participation in the 2008 Beijing Olympics at the age of 17 signaled her active exploration of a professional athletic career. She transitioned into the establishment stage in her mid-20s, gaining recognition through her silver medal in the 2016 Rio Olympics and ultimately achieving global success by winning gold in the 2020 Tokyo Olympics.



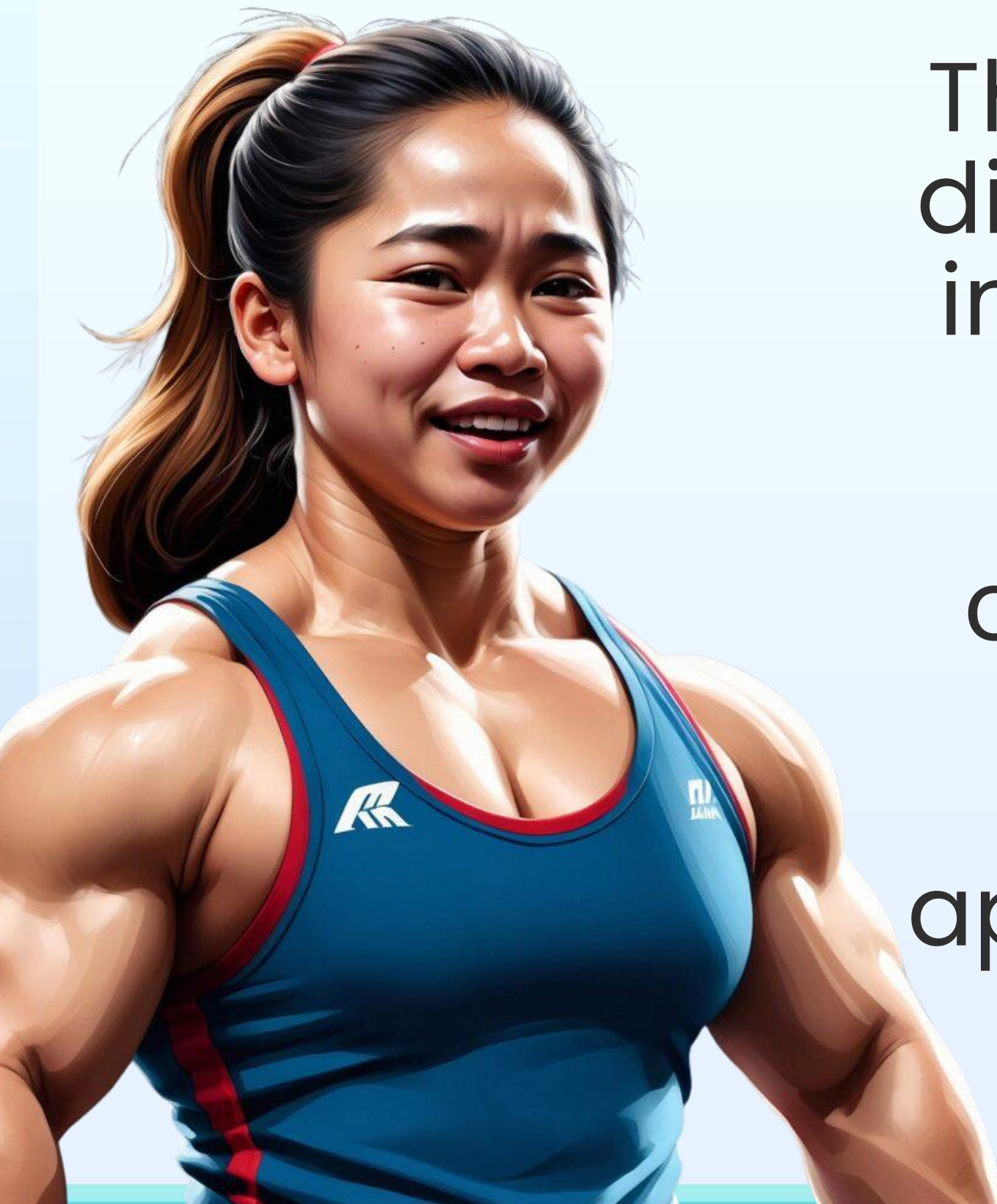
HIDILYN'S JOURNEY



This phase marked the peak of her competitive career and solidified her identity as a professional athlete and national icon.

Currently, she appears to be entering the maintenance stage, where she continues to compete while also mentoring younger athletes, advocating for sports development, and engaging in personal business ventures.

HIDILYN'S JOURNEY



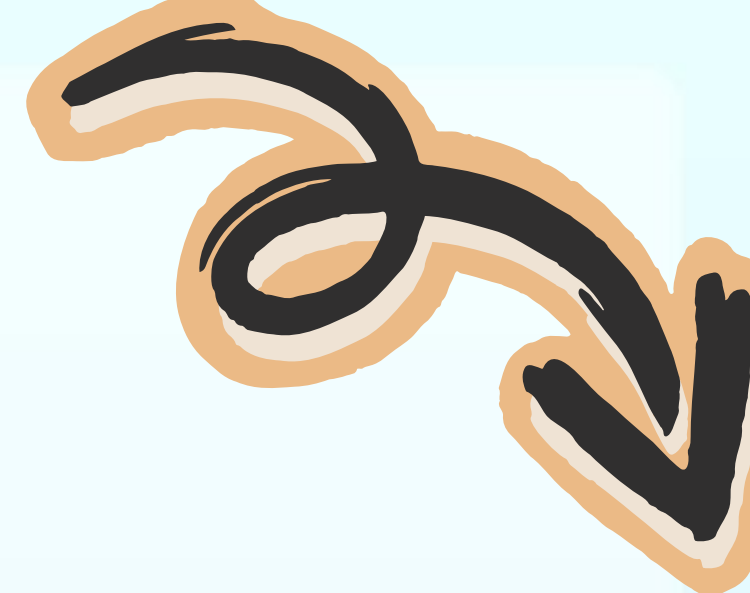
Though she has not yet reached the disengagement stage, it is likely that in the future she will gradually retire from active competition and fully transition into roles such as coaching, speaking, or community leadership. Her career path exemplifies how Super's theory applies to real-life accomplishments and transitions.

HIDILYN'S JOURNEY

Processing Questions

- How can you describe Hidilyn's adolescence?
- How can you describe Hidylyn's early adult life?
- What factors contributed to Hidylyn's success.





ACTIVITY

ACTIVITY: FOCUS GROUP

DISCUSSION

1. How would you describe your current life stage?
2. What achievements are you proud of?
3. What challenges have you overcome?
4. How do you envision yourself in the next life stage, young adulthood?
5. What plans can be made to make this next stage successful?

ACTIVITY: IDENTITY COLLAGE

Draw symbols or paste pictures on how you define your identity as a young adult.

Processing Questions:

1. What are the symbols you have identified?
2. How do these define who you are?



ACTIVITY: IDENTITY EXPLORATION JOURNAL

Create journal entries on your personal identity. Reflect on personal identity, values, and aspirations. Answer with honesty and depth. Answer the following questions in your journal:

- “Who am I?”
- “What are my strengths and values?”
- “What do I want to do after high school?”

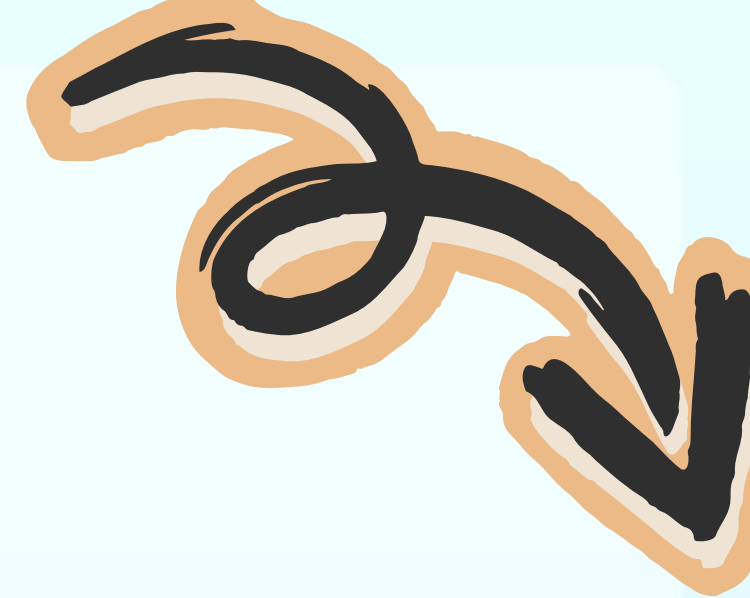


ACTIVITY: TIMELINE OF IMPORTANT LIFE

EVENTS
Create a timeline of your significant life events. In each important event, place a symbol that describes it.

- What are the significant life events?
- Why are these significant to you?
- How do these shape your identity?





QUIZ

MATCHING TYPE

Instructions: Match each developmental stage (Column A) with its correct description or characteristic (Column B).

Column A – Developmental Stage

1. _ _ _ Infancy
2. _ _ _ Early Childhood
3. _ _ _ Middle Childhood
4. _ _ _ Adolescence
5. _ _ _ Early Adulthood
6. _ _ _ Middle Adulthood
7. _ _ _ Late Adulthood



Column B – Characteristics

- A. Period of rapid growth, identity exploration, and puberty
- B. Development of independence, refinement of motor and language skills
- C. Stable work and family relationships, focus on productivity
- D. Retirement, life reflection, physical decline
- E. Development of trust through bonding with caregivers
- F. Focus on skill mastery, logical thinking, and peer relationships
- G. Establishing intimate relationships and career paths

MULTIPLE CHOICE

1. According to Erikson, what is the primary psychosocial task of adolescence?
- A. Trust vs. Mistrust
 - B. Identity vs. Role Confusion
 - C. Autonomy vs. Shame
 - D. Integrity vs. Despair



MULTIPLE CHOICE

2. A teenager exploring different career options and ideologies is experiencing:
- A. Role confusion
 - B. Identity formation
 - C. Inferiority
 - D. Intimacy development



MULTIPLE CHOICE

3. Failure to establish a clear identity during adolescence may result in:
- A. Shame and doubt
 - B. Isolation
 - C. Role confusion
 - D. Stagnation



MULTIPLE CHOICE

4. The psychosocial crisis faced in young adulthood is:

- A. Identity vs. Role Confusion
- B. Industry vs. Inferiority
- C. Intimacy vs. Isolation
- D. Generativity vs. Stagnation



MULTIPLE CHOICE

5. A young adult who avoids meaningful relationships may experience:
- A. Intimacy
 - B. Isolation
 - C. Generativity
 - D. Despair



MULTIPLE CHOICE

6. During middle adulthood, Erikson believed people strive for:

- A. Isolation
- B. Generativity
- C. Role identity
- D. Integrity



MULTIPLE CHOICE

7. A parent mentoring a younger employee or guiding children is showing:

- A. Intimacy
- B. Identity
- C. Generativity
- D. Ego Integrity



MULTIPLE CHOICE

8. According to Erikson, stagnation in middle adulthood may manifest as:
- A. Productivity
 - B. Boredom and lack of purpose
 - C. Role confusion
 - D. Isolation from peers



MULTIPLE CHOICE

9. In late adulthood, the main psychosocial conflict is:

- A. Trust vs. Mistrust
- B. Initiative vs. Guilt
- C. Integrity vs. Despair
- D. Generativity vs. Stagnation



MULTIPLE CHOICE

10. An elderly person looking back at life with a sense of fulfillment is experiencing:

- A. Despair
- B. Isolation
- C. Integrity
- D. Shame



MULTIPLE CHOICE

KEY ANSWER

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



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THANK YOU!