



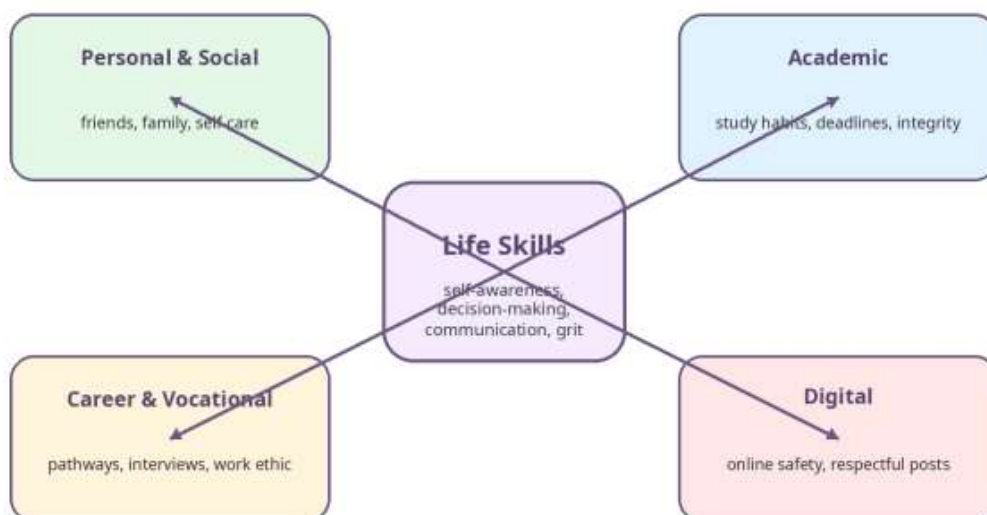
Compiled Learning Resource Material for **Life and Career Skills**

(STRENGTHENED SENIOR HIGH SCHOOL – FIRST TERM)

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Personal Development and Social Competence

Applying Life Skills in Different Domains



Cover visual. Life skills are applied across personal, academic, career, and digital domains.

Module Overview

Module	Main Competency Alignment	Major Output	Key Life Skills
1. Understanding and Strengthening the Self	Q1 LC1: Examine sense of self through developmental stages, tasks, and protective/risk factors.	Personal Development Profile and Protective Factor Plan	self-awareness, self-acceptance, optimism, decision-making
2. Promoting Physiological Development and Applying Life Skills	Q1 LC2-LC3: Understand routines that promote physiological development and reflect on life skills in different domains.	Seven-Day Well-Being Routine Plan and Life Skills Transfer Map	self-regulation, goal setting, grit, self-determination
3. Social Competence: Healthy Relationships, Communication, and Collaboration	Q2 LC1-LC3: Articulate healthy relationships, apply interpersonal effectiveness, and participate in collaborative activities.	Relationship Scenario Analysis and Collaborative Action Plan	communication, empathy, conflict resolution, collaboration

MODULE 1: Understanding and Strengthening the Self

Module Title	Understanding and Strengthening the Self
Quarter/Strand	Quarter 1: Life Skills toward Personal Development
Content and Performance Standards	Content Standard: Learners demonstrate understanding of the interconnectedness of developmental tasks, protective and risk factors, sense of self, and health and wellness in the transition from late adolescence to early adulthood. Performance Standard: Learners reflect on personal experiences as adolescents in terms of developmental tasks, protective/risk factors, sense of self, and health and wellness.
Learning Competencies	Examine their own sense of self through understanding key developmental stages, tasks, and protective and risk factors of late adolescence and early adulthood.
Content Focus	Key developmental stages; developmental tasks; physiological, psychosocial, and emotional development; self-concept and identity; self-regulation; protective and risk factors.
Essential Life Skills	Self-awareness, self-acceptance, self-regulation, problem-solving, decision-making, optimism, goal setting, grit, and self-determination.

What I Need to Know

By the end of this module, the learner should be able to:

- describe major developmental tasks in late adolescence and early adulthood using concrete examples;
- explain how physiological, psychosocial, and emotional changes influence the learner's sense of self;
- distinguish protective factors from risk factors in personal, family, school, peer, community, and digital contexts;
- use a self-regulation cycle to respond to a common adolescent challenge; and
- create a Personal Development Profile that shows strengths, areas for growth, and one realistic protective action plan.

Key Vocabulary

- **Developmental task:** a responsibility or challenge commonly faced at a life stage, such as forming identity, taking more responsibility, or planning for the future.
- **Sense of self:** a person's understanding of who they are, including values, strengths, limitations, roles, beliefs, and goals.
- **Self-concept:** the way a person describes and evaluates themselves.
- **Identity:** a more stable understanding of values, commitments, culture, roles, and future direction.
- **Protective factor:** a condition, habit, relationship, or skill that reduces risk and supports healthy development.
- **Risk factor:** a condition, habit, relationship, or situation that increases the chance of harm or difficulty.
- **Self-regulation:** the ability to monitor and guide thoughts, emotions, and actions toward a goal or value.

What I Know: Pre-Assessment

Directions: Read each item carefully. Write the letter of the best answer or the requested short response on your answer sheet.

1. Which statement best describes a developmental task? A. A punishment given by adults B. A challenge commonly faced at a life stage C. A school project only D. A physical illness
2. A protective factor is best shown by: A. regular sleep and a trusted adult B. online bullying C. skipping meals D. hiding all emotions
3. Self-concept refers to: A. the weather B. how a person describes and evaluates themselves C. only physical height D. a school rule
4. A learner who pauses, breathes, and chooses a respectful response is practicing: A. avoidance B. self-regulation C. gossip D. competition
5. True or False: Risk factors always come from outside the person and cannot be changed.
6. Give one example of a protective factor in school.
7. Give one example of a risk factor in digital life.
8. Why is self-acceptance important during adolescence?
9. What is one developmental task related to early adulthood?
10. Complete the sentence: My sense of self can become stronger when I ____.

Lesson 1: Developmental Stages and Tasks

Late adolescence is a period of transition. Learners move from being mostly guided by family and school rules toward making more independent decisions. This does not mean adolescents should solve everything alone. Healthy development means gradually practicing responsibility while still using guidance, support, and feedback from trusted people.

Developmental tasks include taking care of one's body, building emotional control, forming identity, strengthening relationships, learning academic and career habits, and making decisions that match values. These tasks are connected: poor sleep can affect mood; poor mood can affect relationships; relationship stress can affect school performance; and school performance can influence future plans.

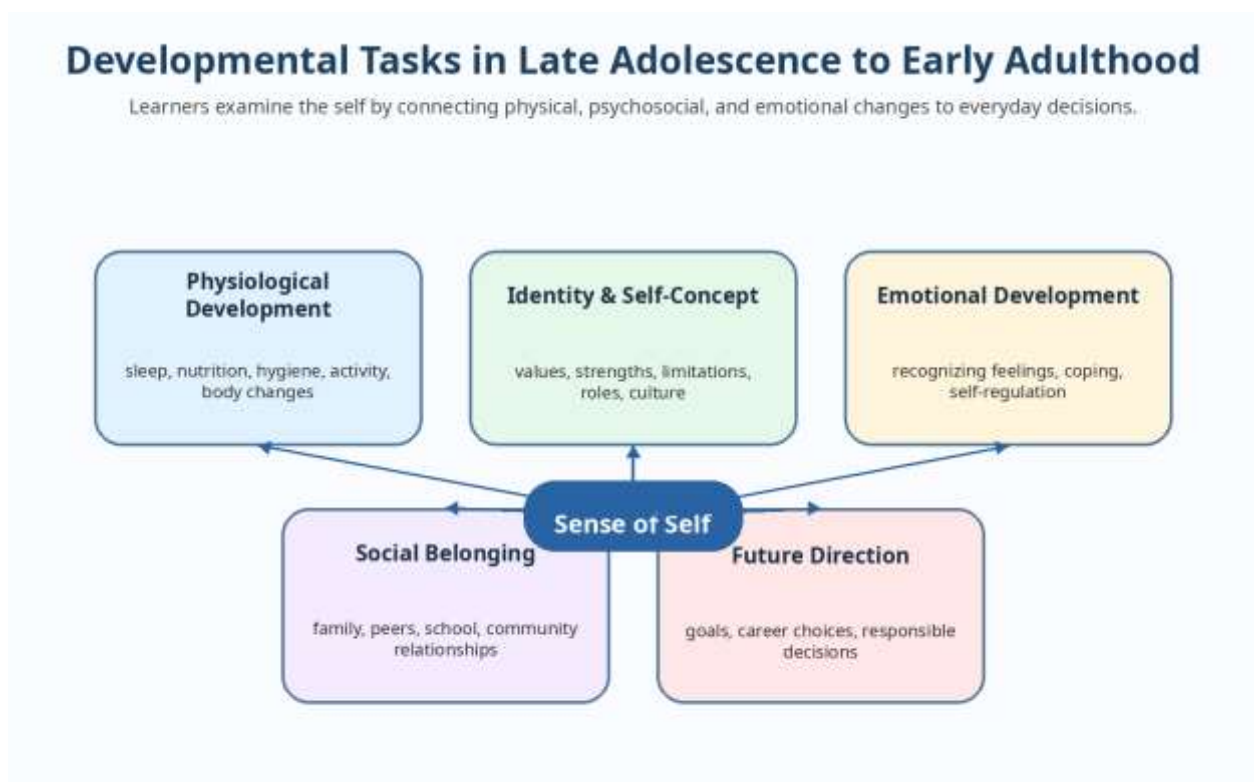


Figure 1. Developmental tasks connect physical, identity, emotional, social, and future-oriented growth.

Example: A Grade 11 learner wants to join a school organization, improve grades, and help at home. The developmental task is not simply "be busy." The task is to learn balance: planning time, asking for help, caring for the body, communicating needs, and choosing commitments that match personal goals.

Lesson 2: Sense of Self, Self-Concept, and Identity

The sense of self is built through reflection and experience. It includes what learners know about their strengths, limitations, values, habits, roles, and dreams. Self-concept answers, “How do I see myself?” Identity goes deeper by asking, “What values, commitments, and directions am I choosing?”

A strong sense of self does not mean never changing. It means the learner can describe who they are becoming and can make adjustments without losing dignity. Self-acceptance is important because learners can improve without insulting themselves. For example, “I am weak in time management, so I will use a checklist” is healthier than “I am lazy and hopeless.”

Identity formation is influenced by family, culture, language, faith or beliefs, peer groups, media, community expectations, and personal choices. Learners may experience pressure to fit in. A reflective learner learns to ask: “Is this choice aligned with my values? Does it protect my well-being? Does it respect others?”

Lesson 3: Protective and Risk Factors

Protective and risk factors may exist in different layers of life: personal habits, family relationships, peer groups, school environment, community safety, and digital spaces. Protective factors do not remove all problems, but they reduce vulnerability and increase the learner’s ability to recover. Risk factors do not define a person, but they require attention and support.

Protective and Risk Factors: A Balance to Understand

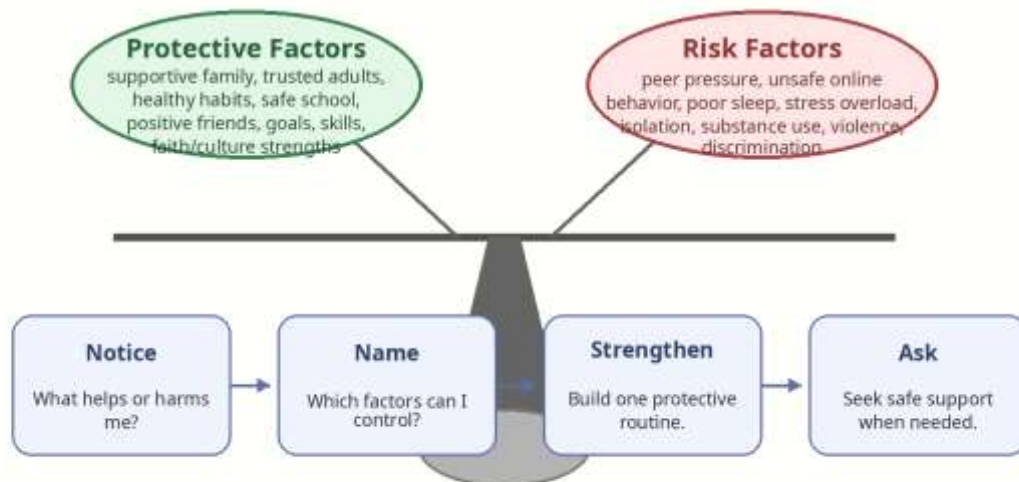


Figure 2. Protective factors and risk factors can be identified, balanced, and managed through support and action.

Example of analysis: A learner who sleeps late because of online games may experience tiredness, irritability, and lower attention. The risk factor is not only the game; it is the routine and lack of boundaries. A protective action may be a phone curfew, a study-and-rest schedule, and accountability with a sibling or friend.

Lesson 4: Self-Regulation as a Life Skill

Self-regulation is the practical skill of guiding one’s response. It includes noticing body signals, naming emotions, choosing actions, and reflecting afterward. It does not require suppressing emotions. Instead, it helps learners express emotions in ways that are safe, respectful, and goal-directed.

Self-Regulation Cycle



Figure 3. The self-regulation cycle helps learners pause, notice, choose, act, and reflect.

Example: A learner receives a low quiz score and feels embarrassed. An impulsive response is to blame the teacher or quit studying. A regulated response is to pause, name the feeling, ask what can be learned, review mistakes, and plan a correction strategy. The feeling is valid, but the response can still be wise.

Learning Activities

Activity 1. My Developmental Task Map

Purpose: to connect developmental tasks with real situations in the learner's life

Suggested time: 35-45 minutes

Materials: notebook, pen, module text

Instructions:

1. Draw a five-part map labeled Body, Identity, Emotions, Relationships, and Future Direction.
2. Under each part, write two developmental tasks you are currently practicing. Example: Body - sleep earlier; Identity - know my strengths.
3. Beside each task, write one evidence from your daily life that shows why this task matters.
4. Choose one task that is most urgent. Explain why it needs attention now.

Learner output: one-page Developmental Task Map with brief explanations

Analytical criteria:

- Accuracy: tasks are clearly connected to the correct development area.
- Depth: examples come from specific situations rather than vague labels.
- Reflection: learner explains why one task is urgent and meaningful.

Activity 2. Protective-Risk Factor Audit

Purpose: to identify factors that support or challenge development

Suggested time: 45 minutes

Materials: notebook, pen

Instructions:

1. Create a two-column table: Protective Factors and Risk Factors.
2. List at least five items in each column from personal habits, family, peers, school, community, and digital life.
3. Choose two risk factors that can be reduced. For each, write one realistic protective action.
4. Choose one risk factor that needs support from another person. Identify a safe person or school office that can help.

Learner output: completed audit table and protective action plan

Analytical criteria:

- Comprehensiveness: factors come from several life contexts.
- Practicality: protective actions are realistic and within the learner's context.
- Safety awareness: learner identifies appropriate support when needed.

Activity 3. Self-Concept Reframing Practice

Purpose: to practice self-acceptance and growth language

Suggested time: 30 minutes

Materials: notebook, pen

Instructions:

1. Write three negative self-statements that a student might say, such as "I am bad at speaking." You may use fictional examples.
2. Rewrite each statement using growth language: name the difficulty, keep dignity, and add a next step.
3. Explain how the revised statement can influence motivation and behavior.
4. Choose one revised statement and turn it into a weekly goal.

Learner output: three reframed statements and one weekly goal

Analytical criteria:

- Respectful language: reframed statements avoid insults and shame.
- Growth orientation: each statement includes a concrete next step.
- Reasoning: learner explains how words can affect behavior.

Activity 4. Self-Regulation Scenario Analysis

Purpose: to apply the self-regulation cycle to an adolescent challenge

Suggested time: 40 minutes

Materials: scenario cards or written scenarios

Instructions:

1. Choose one scenario: peer pressure to skip class, conflict in a group chat, fear before a class presentation, or disappointment after a low score.
2. Write the likely feeling, trigger, and body signal.
3. Apply the five steps: Pause, Notice, Choose, Act, Reflect.
4. Write a short script showing the regulated response.

Learner output: scenario analysis and response script

Analytical criteria:

- Identification: feeling, trigger, and body signal are specific.
- Application: all five self-regulation steps are used correctly.
- Ethics: response protects self-respect and respect for others.

Performance Task Rubric: Personal Development Profile

Criterion	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
Self-awareness and self-acceptance	Shows honest, balanced understanding of strengths, limitations, values, and growth areas.	Identifies major strengths and growth areas with clear examples.	Identifies some strengths or limitations but examples are limited.	Gives vague descriptions with little evidence.
Developmental task analysis	Explains connections among physical, psychosocial, emotional, social, and future tasks.	Explains at least three developmental areas with examples.	Mentions areas but connections are partly unclear.	Lists areas without explanation.
Protective action plan	Plan is realistic, specific, measurable, and linked to a risk factor.	Plan is clear and mostly realistic.	Plan is present but too broad or difficult to measure.	Plan is missing or not connected to a risk factor.
Reflection depth	Explains insights, changes in thinking, and support needed.	Includes reflection with some insight and support awareness.	Reflection is brief and mostly descriptive.	Reflection is incomplete or copied.

Module 1 Post-Assessment

Directions: Read each item carefully. Write the letter of the best answer or the requested short response on your answer sheet.

1. Explain the difference between self-concept and identity in two sentences.
2. List three developmental tasks of late adolescence.
3. Give one example of a protective factor at home and one at school.
4. Give one digital risk factor and one protective action against it.
5. Why should self-acceptance be paired with self-improvement?
6. In the self-regulation cycle, what should a learner do after noticing a feeling?
7. Analyze this situation: "A student is pressured by friends to cheat." Identify one risk factor, one protective factor, and one regulated response.
8. True or False: A learner with risk factors cannot become successful.
9. What does "growth language" mean?
10. Write one personal development goal using this format: I will ____ for ____ days because ____.

MODULE 2: Promoting Physiological Development and Applying Life Skills

Module Title	Promoting Physiological Development and Applying Life Skills
Quarter/Strand	Quarter 1: Life Skills toward Personal Development
Content and Performance Standards	Content Standard: Learners understand the interconnectedness of developmental tasks, protective/risk factors, sense of self, and health and wellness. Performance Standard: Learners reflect on personal experiences as adolescents in terms of developmental tasks, protective/risk factors, sense of self, and health and wellness.
Learning Competencies	Exhibit understanding of routines that promote physiological development, health, personal development, and well-being; Reflect on personal experiences that support self-awareness, self-acceptance, and self-regulation.
Content Focus	Fitness activities; mindfulness activities; other physical activities; applying life skills to personal/social, academic, career/vocational, and digital domains.
Essential Life Skills	Self-regulation, optimism, goal setting, grit, self-determination, problem-solving, decision-making.

What I Need to Know

- explain how sleep, movement, nutrition, hydration, hygiene, rest, and support affect adolescent development;
- describe fitness, mindfulness, and recreational activities that can be practiced safely and consistently;
- design a seven-day routine plan that supports physiological development and well-being;
- apply self-awareness, self-acceptance, and self-regulation to personal/social, academic, career/vocational, and digital situations; and
- evaluate personal routines using evidence, reflection, and a realistic improvement plan.

Key Vocabulary

- **Physiological development:** changes and needs of the body, including growth, sleep, nutrition, hormones, energy, movement, and health habits.
- **Well-being:** a balanced state of physical, mental, emotional, and social health.
- **Fitness activity:** planned movement that improves endurance, strength, flexibility, or coordination.
- **Mindfulness:** paying attention to the present moment with calm awareness and without harsh judgment.
- **Routine:** a repeated set of actions that makes healthy behavior easier.
- **Grit:** persistence toward a meaningful goal despite difficulty.
- **Transfer:** using a skill learned in one situation in another situation, such as using breathing skills before an exam and during conflict.

Lesson 1: Why Routines Matter for the Body and Mind

Adolescents experience physical growth, changing energy levels, stronger emotions, increasing independence, and more complex academic and social demands. Because these demands happen at the same time, routines become protective factors. A routine does not need to be perfect. It needs to be realistic, repeatable, and aligned with health and learning goals.

Key body-supporting routines include sleep, movement, nutrition, hydration, hygiene, rest breaks, and support-seeking. The World Health Organization recommends regular physical activity and reduced sedentary behavior for health. Health agencies also emphasize sufficient sleep for adolescents because sleep affects attention, mood, behavior, and learning. The goal for learners is not to memorize rules only, but to design routines that fit real life.



Figure 4. A well-being routine wheel helps learners plan small, repeated actions that support physiological development.

Example: A learner who studies until midnight, skips breakfast, and sits for many hours may feel sleepy, irritable, and unmotivated. A routine adjustment may include a 20-minute after-school walk, preparing school items before bedtime, sleeping earlier, drinking water, and breaking study time into focused intervals.

Lesson 2: Fitness, Mindfulness, and Recreational Activities

Fitness activities include walking, jogging, dancing, cycling, body-weight exercises, stretching, sports drills, and household chores that involve movement. A safe routine begins with warm-up, moderate effort, hydration, and cooldown. Learners should adjust movement based on health condition, space, and safety. The best activity is one the learner can repeat consistently.

Mindfulness activities include breathing exercises, quiet reflection, body scan, mindful walking, gratitude journaling, and short pauses before reacting. Mindfulness does not remove problems. It gives the learner a few seconds of calm awareness so decisions are less impulsive.

Mindfulness Tool: 4-4-6 Breathing

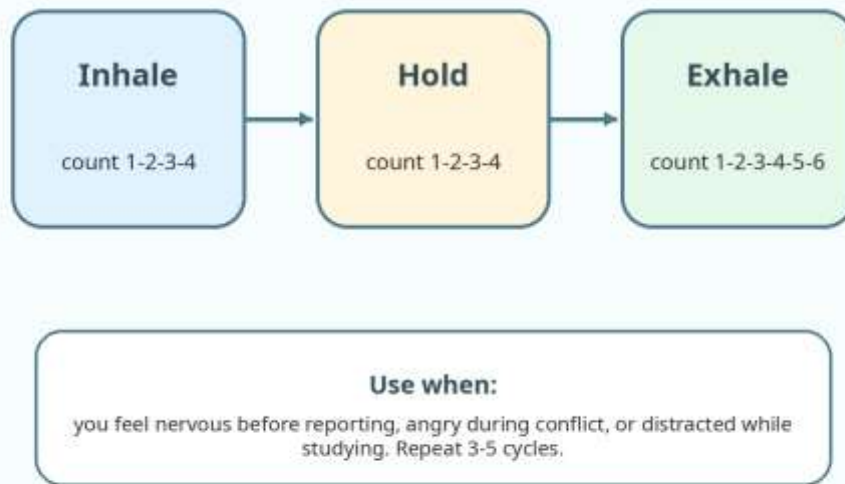


Figure 5. The 4-4-6 breathing technique can be used before exams, reporting, conflict, or study sessions.

Other physical activities include sports, Laro ng Lahi, dance, recreational games, gardening, and safe community or school activities. These activities support not only the body but also cooperation, fair play, confidence, and stress relief.

Lesson 3: Applying Life Skills to Different Domains

A life skill becomes meaningful when learners use it beyond the classroom. Self-regulation can help in a family disagreement, a difficult assignment, a future job interview, or an online conversation. Decision-making can guide food choices, study habits, friend groups, career pathways, and digital posting. Grit helps learners continue after mistakes, but grit should not mean ignoring health; persistence must be paired with rest, feedback, and wise adjustment.

Applying Life Skills in Different Domains

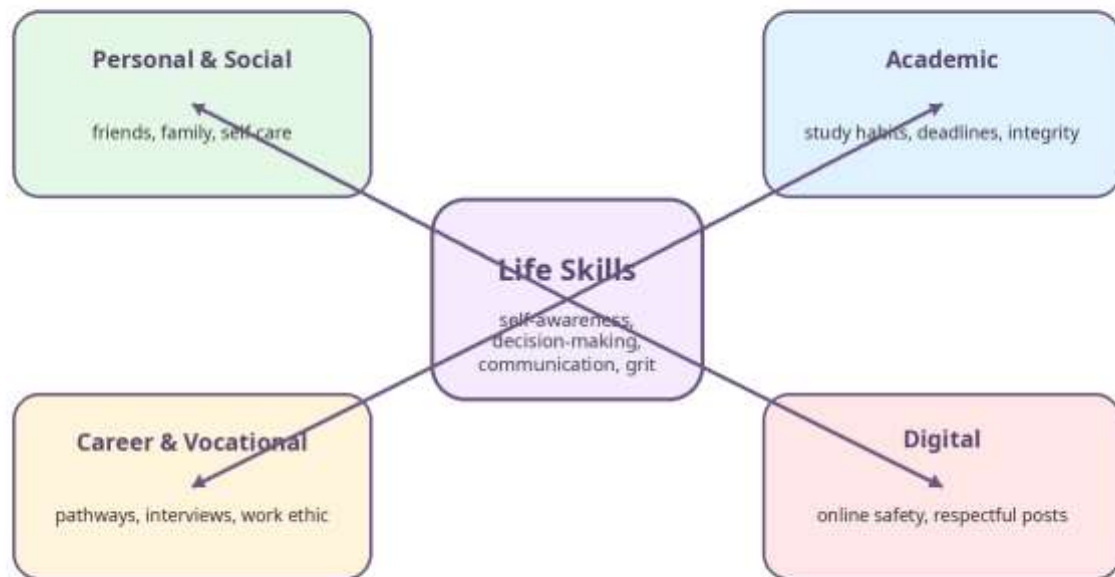


Figure 6. Life skills can transfer across personal/social, academic, career/vocational, and digital domains.

Example of transfer: A learner practices breathing before a class presentation. Later, the same breathing skill is used before sending a difficult but respectful message to a groupmate. The skill transfers from the academic domain to the social and digital domains.

Learning Activities

Activity 1. Seven-Day Routine Tracker

Purpose: to observe current habits and identify realistic improvements

Suggested time: 7 days plus 30 minutes for reflection

Materials: notebook or printed tracker

Instructions:

1. Create a table with seven columns for days and rows for sleep, movement, meals, water, hygiene, screen limits, and mood.
2. For each day, mark whether you completed each routine. Use check marks or short notes.
3. At the end of the week, identify one routine you maintained well and one routine that needs improvement.
4. Write a reflection: What pattern did you notice between routine and energy, mood, or schoolwork?

Learner output: seven-day tracker and reflection paragraph

Analytical criteria:

- Completeness: tracker includes all seven days and at least six routine categories.
- Evidence: reflection refers to actual patterns from the tracker.
- Honesty: entries show realistic observation, not perfection.

Activity 2. My Safe Movement Menu

Purpose: to plan fitness and recreational activities suited to the learner's context

Suggested time: 40 minutes

Materials: notebook, pen, safe space for movement if available

Instructions:

1. List five possible movement activities you can safely do at home, school, or community.
2. For each activity, write the needed space/materials, safety reminder, and benefit.
3. Choose three activities and arrange them into a one-week movement plan.
4. Add one warm-up and one cooldown action.

Learner output: movement menu and one-week movement plan

Analytical criteria:

- Safety: activities match learner space, health, and supervision needs.
- Variety: plan includes endurance, strength, flexibility, or recreation.
- Realism: schedule is achievable within school and home responsibilities.

Activity 3. Mindful Pause Practice Log

Purpose: to practice mindfulness as self-regulation

Suggested time: 10 minutes per day for 5 days

Materials: quiet space, notebook

Instructions:

1. Practice 4-4-6 breathing for three to five cycles once a day.
2. Before the practice, rate stress or distraction from 1 to 5.
3. After the practice, rate stress or distraction again from 1 to 5.
4. Write one sentence about when this tool might help you in real life.

Learner output: five-day mindful pause log

Analytical criteria:

- Consistency: learner practices and records for five days.
- Awareness: learner observes before-and-after changes without exaggeration.
- Application: learner identifies realistic situations for use.

Activity 4. Life Skills Transfer Map

Purpose: to apply life skills in four domains

Suggested time: 45 minutes

Materials: notebook, pen

Instructions:

1. Make four boxes labeled Personal/Social, Academic, Career/Vocational, and Digital.
2. Choose three life skills: self-regulation, decision-making, and grit.
3. In each domain, write one situation where each skill can be used.
4. Choose one situation and write a short action script.

Learner output: transfer map and action script

Analytical criteria:

- Transfer accuracy: skill use matches the domain and situation.
- Specificity: examples are concrete and realistic.
- Action quality: script shows respectful and goal-directed behavior.

Activity 5. Well-Being Barrier Solver

Purpose: to practice problem-solving when routines are difficult

Suggested time: 35 minutes

Materials: notebook, pen

Instructions:

1. Choose one routine you find difficult, such as sleeping earlier or limiting screen time.
2. Identify the barrier: time, motivation, environment, peer pressure, emotion, or lack of support.
3. Generate three possible solutions. Include at least one solution involving support from another person.
4. Choose the best solution and explain why it is safe, realistic, and respectful.

Learner output: barrier-solution chart

Analytical criteria:

- Problem analysis: barrier is clearly identified.
- Solution variety: learner proposes multiple possible responses.
- Judgment: selected solution is justified using safety, realism, and respect.

Performance Task Rubric: Seven-Day Well-Being Routine Plan

Criterion	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
Health understanding	Accurately explains how body routines affect energy, mood, learning, and self-regulation.	Explains major routine effects with clear examples.	Shows partial understanding with limited explanation.	Shows minimal or inaccurate understanding.
Routine design	Plan is specific, balanced, safe, and adapted to learner context.	Plan is clear and mostly realistic.	Plan has useful parts but lacks balance or detail.	Plan is incomplete or unrealistic.
Use of evidence	Plan is based on tracker data and honest reflection.	Uses some tracker evidence to guide changes.	Mentions evidence but connection is weak.	No clear use of evidence.
Life skills transfer	Clearly applies self-awareness, self-regulation, and decision-making across domains.	Applies life skills in at least two domains.	Application is present but vague.	Application is missing or unrelated.

Module 2 Post-Assessment

Directions: Read each item carefully. Write the letter of the best answer or the requested short response on your answer sheet.

1. Why are routines considered protective factors?
2. List four routines that support physiological development.
3. What is the purpose of a warm-up before exercise?
4. Give two examples of mindfulness activities.
5. Explain how sleep can affect learning and mood.
6. A learner wants to reduce screen time but uses the phone for school. Suggest a balanced solution.
7. What is life skills transfer?

8. Give one example of self-regulation in the digital domain.
9. True or False: Grit means forcing yourself to continue even when rest and help are needed.
10. Write one routine goal for the next week using the format: I will ____ at ____ because ____.

MODULE 3: Social Competence — Healthy Relationships, Communication, and Collaboration

Module Title	Social Competence: Healthy Relationships, Communication, and Collaboration
Quarter/Strand	Quarter 2: Life Skills toward Social Competence
Content and Performance Standards	Content Standard: Learners demonstrate understanding of the value of interpersonal effectiveness in achieving social competence. Performance Standard: Learners engage in collaborative work that showcases interpersonal effectiveness.
Learning Competencies	Articulate the importance of having healthy relationships; Apply interpersonal effectiveness principles and practices in different social situations; Apply skills in enhancing social interaction through different social activities.
Content Focus	Nature and dynamics of social relationships; social influence, social perception, social interaction; cooperation, accommodation, competition, conflict; intergenerational/intergroup relationships; effective communication; empathy; compassion; fairness; kindness; collaboration; group activities and team sports.
Essential Life Skills	Effective communication, empathy, fair treatment, conflict resolution, collaboration.

What I Need to Know

- explain why healthy relationships are important to personal growth, mental health, and group productivity;
- differentiate cooperation, accommodation, competition, and conflict in social relationships;
- identify verbal and nonverbal behaviors that show effective communication and respect;
- apply empathy, compassion, fairness, kindness, and pakikipagkapwa in everyday situations;
- use conflict resolution steps to analyze and respond to common school, family, community, and digital conflicts; and
- design a collaborative activity plan that shows roles, rules, communication, and evaluation criteria.

Key Vocabulary

- **Social competence:** the ability to interact with others in ways that are respectful, effective, and appropriate to context.
- **Interpersonal effectiveness:** using communication, empathy, boundaries, and problem-solving to maintain healthy relationships and accomplish shared goals.
- **Social influence:** the way people affect each other's choices, beliefs, feelings, or behavior.
- **Social perception:** how people interpret others' actions, emotions, intentions, and social cues.
- **Cooperation:** working together toward a shared goal.
- **Accommodation:** adjusting or compromising respectfully to reduce tension or meet shared needs.
- **Conflict:** a disagreement or tension between needs, goals, values, or interpretations.
- **Pakikipagkapwa:** a Filipino value of recognizing shared humanity and relating to others with respect, dignity, and concern.

Lesson 1: The Nature and Dynamics of Social Relationships

Human development happens in relationship with others. Adolescents learn identity, values, boundaries, communication, and responsibility through family, friends, classmates, teachers, community

members, and online interactions. Healthy relationships are not conflict-free; they are relationships where people can communicate, repair mistakes, respect boundaries, and support growth.

Social influence can be positive or negative. Positive influence encourages studying, healthy habits, honesty, and community participation. Negative influence pressures a learner to cheat, bully, discriminate, hide problems, or break rules. Social perception matters because people sometimes misread tone, facial expression, silence, or online messages. Interpersonal effectiveness requires checking understanding before judging intention.

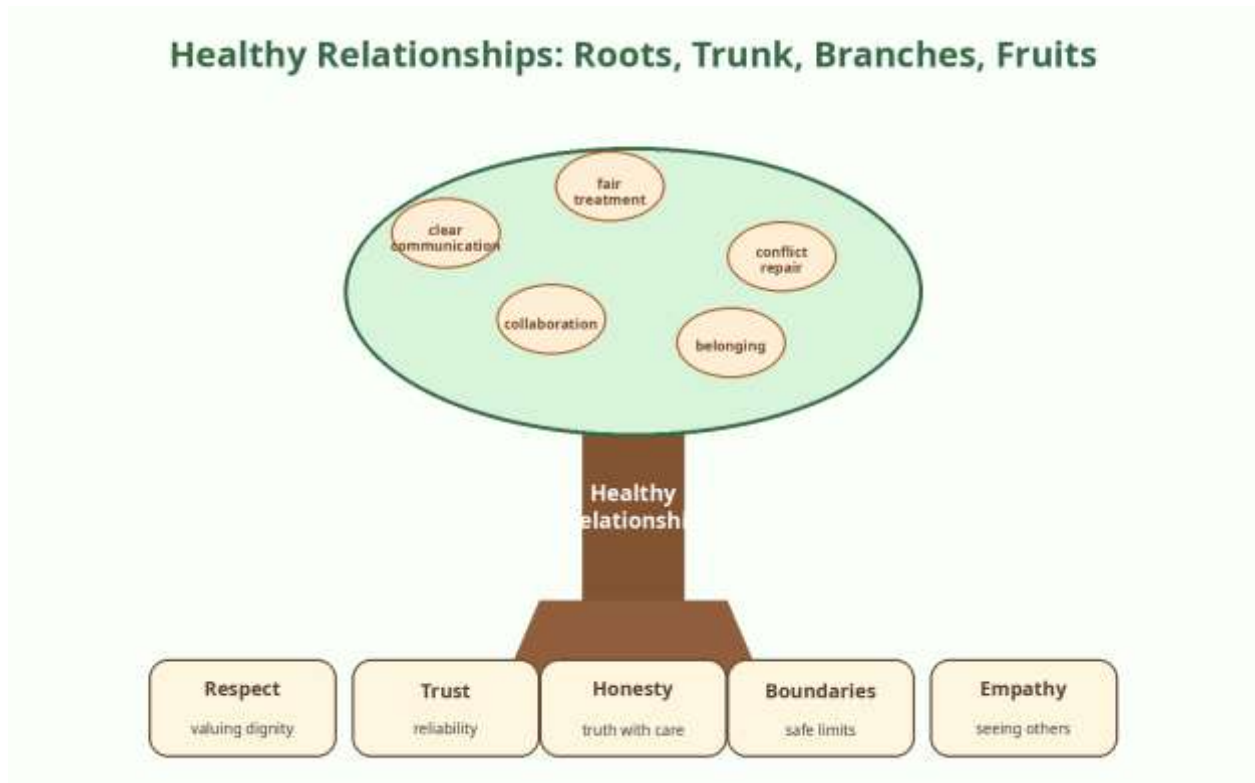


Figure 7. Healthy relationships grow from respect, trust, honesty, boundaries, and empathy.

Example: A groupmate who is quiet during a meeting may be uninterested, shy, tired, confused, or unable to speak because others dominate. A socially competent learner does not immediately assume laziness. They ask respectfully, invite participation, and clarify expectations.

Lesson 2: Communication, Empathy, and Pakikipagkapwa

Effective communication includes verbal messages and nonverbal cues. Verbal communication includes word choice, clarity, tone, timing, and questions. Nonverbal communication includes eye contact appropriate to culture, posture, distance, facial expression, gestures, listening behavior, and sensitivity to social cues. In digital spaces, nonverbal cues are limited, so learners need extra care with wording, punctuation, emojis, timing, and privacy.

Empathy is the effort to understand another person's feelings and perspective. It does not mean agreeing with everything or allowing disrespect. Compassion adds helpful action. Fairness means applying rules and opportunities justly. Kindness means using power, words, and actions to protect dignity. Pakikipagkapwa reminds learners to treat others not as objects or obstacles, but as persons with dignity.

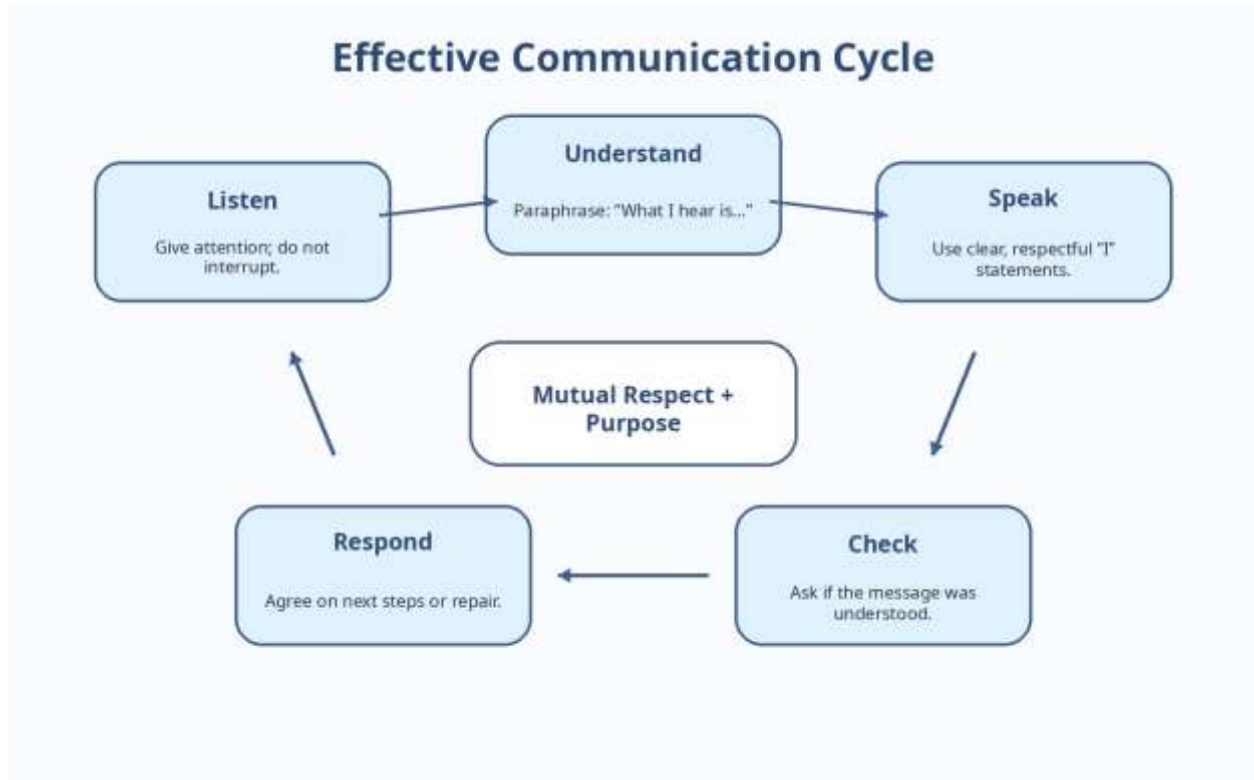


Figure 8. Effective communication uses listening, understanding, speaking clearly, checking, and responding.

Example of respectful communication: "I felt stressed when the output was submitted late because our grade depends on everyone. Can we agree on a deadline and update each other earlier next time?" This is clearer and more respectful than "You are useless."

Lesson 3: Conflict Resolution and Collaboration

Conflict can happen because of limited resources, different opinions, misunderstanding, unfair workload, competing goals, or hurt feelings. Conflict is not automatically bad. When handled respectfully, it can clarify needs, improve rules, and strengthen relationships. When handled through insults, avoidance, threats, or gossip, conflict can damage trust and learning.

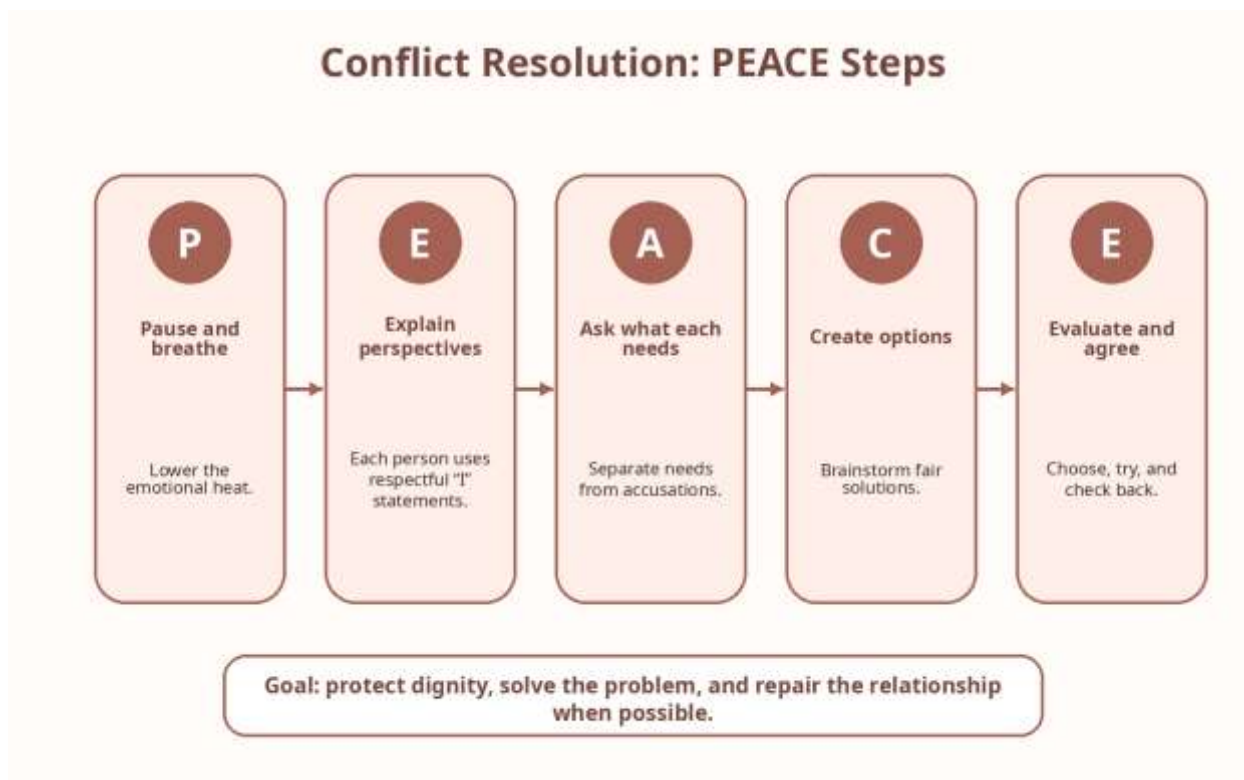


Figure 9. The PEACE steps help learners manage conflict while protecting dignity and solving the problem.

Collaboration means more than dividing tasks. It includes shared goals, fair roles, communication norms, group decision-making, accountability, and reflection. Collaborative activities may include group projects, team sports, Laro ng Lahi, recreational and rhythmic activities, school campaigns, and community service. A good collaborator participates, listens, completes tasks, helps solve problems, and gives credit to others.

Learning Activities

Activity 1. Healthy Relationship Scenario Sort

Purpose: to distinguish healthy, unhealthy, and repairable relationship behaviors

Suggested time: 45 minutes

Materials: scenario cards or written scenarios

Instructions:

1. Read five scenarios about family, friendship, class group work, community, or online interaction.
2. Label each scenario as Healthy, Unhealthy, or Needs Repair.
3. Underline the behaviors that support your label. Look for respect, honesty, boundaries, empathy, fairness, and communication.
4. For one scenario labeled Needs Repair, write one respectful repair action.

Learner output: scenario labels and repair action

Analytical criteria:

- Evidence: labels are supported by specific behaviors in the scenario.
- Concept use: analysis uses relationship indicators accurately.
- Repair quality: suggested action is respectful and realistic.

Activity 2. Communication Role-Play Script

Purpose: to practice clear verbal and nonverbal communication

Suggested time: 50 minutes

Materials: notebook; partner if available

Instructions:

1. Choose one situation: late group output, misunderstanding in chat, refusing peer pressure, asking a teacher for help, or giving feedback to a friend.
2. Write a 10-line dialogue using respectful “I” statements and active listening.
3. Add notes for nonverbal behavior, such as calm voice, open posture, appropriate eye contact, and listening pauses.
4. Revise the script by removing blaming words and replacing them with specific needs or requests.

Learner output: role-play script with nonverbal notes

Analytical criteria:

- Clarity: message names the issue and request clearly.
- Respect: dialogue avoids insults, threats, and exaggeration.
- Nonverbal awareness: notes support the intended message.

Activity 3. Empathy Interview

Purpose: to practice perspective-taking and respectful listening

Suggested time: 30-40 minutes

Materials: notebook; household member, classmate, or fictional interview alternative

Instructions:

1. Ask a safe person about a simple experience, such as learning a skill, managing schoolwork, or joining a group. If no interview is possible, use a fictional character from a story.
2. Use three open-ended questions: What happened? What did you feel? What helped you?
3. Write a short summary of the person’s perspective without judging.
4. Write one compassionate response that would be helpful but not intrusive.

Learner output: interview notes, perspective summary, and compassionate response

Analytical criteria:

- Listening: summary accurately reflects the other person’s viewpoint.
- Empathy: learner identifies feelings and needs, not only events.
- Boundaries: response is helpful without forcing advice.

Activity 4. PEACE Conflict Resolution Worksheet

Purpose: to apply conflict resolution steps to a real or fictional conflict

Suggested time: 45 minutes

Materials: worksheet or notebook

Instructions:

1. Choose a conflict from school, family, community, sports, or digital life. Use a fictional example if needed.

2. Complete the PEACE steps: Pause, Explain perspectives, Ask needs, Create options, Evaluate and agree.
3. Write two possible solutions and identify which is fairer and why.
4. Write one follow-up question that checks whether the solution worked.

Learner output: completed PEACE worksheet

Analytical criteria:

- Step accuracy: all PEACE steps are completed correctly.
- Fairness: solution considers needs and dignity of people involved.
- Reflection: follow-up question checks results and accountability.

Activity 5. Collaborative Activity Plan

Purpose: to design collaboration that uses interpersonal effectiveness

Suggested time: 60 minutes

Materials: notebook; group if available

Instructions:

1. Choose one collaborative activity: class clean-up campaign, study circle, Laro ng Lahi mini-event, wellness poster campaign, or community kindness project.
2. Define the shared goal and expected output.
3. Assign at least four roles, such as coordinator, materials manager, recorder, timekeeper, presenter, or safety officer.
4. Write communication rules, conflict rules, timeline, and success indicators.
5. Add a reflection question each member will answer after the activity.

Learner output: collaborative activity plan

Analytical criteria:

- Organization: plan includes goal, roles, timeline, and output.
- Interpersonal effectiveness: rules promote communication, fairness, conflict resolution, and inclusion.
- Feasibility: activity can be done safely with available resources.

Performance Task Rubric: Relationship Scenario Analysis and Collaborative Action Plan

Criterion	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
Relationship understanding	Insightfully analyzes healthy/unhealthy indicators and social dynamics with examples.	Analyzes major indicators and dynamics with clear examples.	Identifies some indicators but analysis is limited.	Analysis is vague or inaccurate.
Communication and empathy	Uses clear language, active listening, perspective-taking, and respectful nonverbal cues.	Shows respectful communication and some empathy.	Communication is partly respectful but lacks depth or clarity.	Communication is blaming, unclear, or incomplete.
Conflict resolution	Applies PEACE steps fairly and proposes realistic repair or solution.	Applies most steps and gives workable solution.	Uses some steps but solution lacks fairness or detail.	Does not apply conflict steps.

Criterion	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
Collaboration plan	Plan has shared goal, fair roles, rules, timeline, accountability, and evaluation.	Plan includes goal, roles, and rules with minor gaps.	Plan is present but lacks organization or accountability.	Plan is incomplete or unrealistic.

Module 3 Post-Assessment

Directions: Read each item carefully. Write the letter of the best answer or the requested short response on your answer sheet.

1. Why are healthy relationships important for personal growth?
2. Differentiate cooperation and competition in one sentence.
3. Give one example of accommodation in group work.
4. What is the difference between empathy and compassion?
5. Give two examples of nonverbal communication.
6. Rewrite this statement using respectful communication: "You never help. You are useless."
7. List the PEACE conflict resolution steps.
8. A group member submits late work. Give one fair response that protects the relationship and the output.
9. True or False: Collaboration means everyone does exactly the same task.
10. What does pakikipagkapwa add to interpersonal effectiveness?

Culminating Portfolio Task

After completing the three modules, learners compile a Life Skills Portfolio. The portfolio may be handwritten or printed. It should include:

- Module 1 Personal Development Profile and Protective Factor Plan;
- Module 2 Seven-Day Well-Being Routine Plan and Life Skills Transfer Map;
- Module 3 Relationship Scenario Analysis and Collaborative Action Plan;
- one final reflection of 300-500 words answering: "How can I use life skills to become healthier, more self-aware, and more socially responsible?"

Culminating Portfolio Analytical Rubric

Criterion	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
Completeness	All required outputs are present, organized, and carefully finished.	Most outputs are complete and organized.	Some outputs are incomplete or disorganized.	Many outputs are missing.
Curriculum alignment	Outputs clearly demonstrate competencies from personal development and social competence.	Outputs demonstrate most target competencies.	Outputs demonstrate some competencies but with gaps.	Competencies are unclear or not demonstrated.
Reflection and insight	Final reflection shows deep self-awareness, evidence, and realistic future action.	Reflection is clear with relevant examples and action.	Reflection is brief or mostly descriptive.	Reflection lacks personal insight or action.
Application and transfer	Life skills are applied across personal, academic, career/vocational, digital, and social domains.	Life skills are applied across several domains.	Application is limited to one or two domains.	Application is missing or unrelated.

Answer Key:

Module 1

- 1-B
- 2-A
- 3-B
- 4-B
- 5-False.

Sample answers: supportive teacher, safe friends, study routine; cyberbullying or oversharing; it helps learners recognize strengths and limitations without shame; career planning or responsible independence; reflect honestly and act according to my values.

Post Assessment

1. Self-concept is how a person describes/evaluates self; identity is a more stable set of values, roles, and commitments.
2. Developmental tasks may include body care, emotional control, identity formation, healthy relationships, future planning.
3. Protective factors include supportive family/teacher, routines, safe peers.
4. Digital risk: cyberbullying/oversharing; action: privacy settings/reporting/screen limits.
5. Self-acceptance prevents shame while improvement supports growth.
6. After noticing, choose a helpful response.
7. Cheating scenario: risk-peer pressure; protective-academic integrity/trusted teacher; response-say no and leave or ask for help.
8. False.
9. Growth language names difficulty with dignity and a next step.
10. Goals vary.

Module 2

Post Assessment

1. Routines reduce risk and make healthy choices easier.
2. Routines may include sleep, movement, nutrition, hydration, hygiene, rest, support.
3. Warm-up prepares body and lowers injury risk.
4. Mindfulness examples: breathing, body scan, mindful walking, journaling.
5. Sleep affects attention, memory, mood, and behavior.
6. Balanced screen solution: set study-only time, app limits, bedtime charging area.
7. Transfer means using a skill in a new situation/domain.
8. Digital self-regulation: pause before replying, privacy settings, leave harmful thread.
9. False.
10. Goals vary.

Module 3

Post Assessment

1. Healthy relationships support belonging, learning, mental well-being, and productivity.
2. Cooperation works toward a shared goal; competition aims to perform better but should remain fair.
3. Accommodation: adjusting meeting time to include a member.
4. Empathy understands feelings; compassion adds helpful action.

5. Nonverbal: posture, facial expression, gestures, tone, distance.
6. Respectful rewrite: "I felt stressed when the task was not done because the deadline is near.
7. How can we divide the remaining work?" PEACE: Pause, Explain, Ask, Create, Evaluate.
8. Fair response: ask what happened, set a new deadline, redistribute if needed, document agreement.
9. False.
10. Pakikipagkapwa emphasizes shared dignity, respect, and concern.

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