

LEARNING MODULE

Values Education

G7 | Q4

Stopping Violence in School



NOTICE TO THE SCHOOLS

This learning module (LM) was developed by the Private Education Assistance Committee under the GASTPE Program of the Department of Education. The learning modules were written by the PEAC Junior High School (JHS) Trainers and were used as exemplars either as a sample for presentation or for workshop purposes in the JHS In-Service Training (INSET) program for teachers in private schools.

The LM is designed for online learning and can also be used for blended learning and remote learning modalities. The year indicated on the cover of this LM refers to the year when the LM was used as an exemplar in the JHS INSET and the year it was written or revised. For instance, 2017 means the LM was written in SY 2016-2017 and was used in the 2017 Summer JHS INSET. The quarter indicated on the cover refers to the quarter of the current curriculum guide at the time the LM was written. The most recently revised LMs were in 2018 and 2019.

The LM is also designed such that it encourages independent and self-regulated learning among the students and develops their 21st century skills. It is written in such a way that the teacher is communicating directly to the learner. Participants in the JHS INSET are trained how to unpack the standards and competencies from the K-12 curriculum guides to identify desired results and design standards-based assessment and instruction. Hence, the teachers are trained how to write their own standards-based learning plan.

The parts or stages of this LM include Explore, Firm Up, Deepen and Transfer. It is possible that some links or online resources in some parts of this LM may no longer be available, thus, teachers are urged to provide alternative learning resources or reading materials they deem fit for their students which are aligned with the standards and competencies. Teachers are encouraged to write their own standards-based learning plan or learning module with respect to attainment of their school's vision and mission.

The learning modules developed by PEAC are aligned with the K to 12 Basic Education Curriculum of the Department of Education. Public school teachers may also download and use the learning modules.

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VALUES EDUCATION 7

Module 4: Good Decision Making (Mabuting Pagpapasya)

CONTENT STANDARD: The students will be able to show understanding on how a good decision is made.

PERFORMANCE STANDARD: The students will be able to formulate their Personal Mission Statements containing their good decisions in life.

TRANSFER GOAL: The students on their own and in the long run will be able to use their learning to become self-directed or to establish directions in life in line with their personal values.

COMPETENCIES	
Acquisition	Making Meaning
Identify the contents of Personal Mission Statements	Describe how a good decision was arrived
Enumerate elements in good decision making.	Explain, based on daily experiences, the role of personal values to one’s decision-making.
State the importance of good decision making	Synthesize the importance of making good decisions
	Reflect on how a Personal Mission Statement becomes a guide in achieving a self-directed life. (EsP7PB-IVd-14.4)

Good Decision Making

(Mabuting Pagpapasya)



INTRODUCTION & FOCUS QUESTION:

Have you been confused lately with a lot of choices and you can't decide which one to pick?

Decision making is a skill that needs to be learned and strengthened in our day to day living. It is not an easy skill to master. Yet, the more often we make decisions, the better we'll get at it. And the more challenging problems we'll face each day, the better we'll enhance it.

However, teenagers nowadays encounter difficulties in making decisions because they're afraid of making wrong choices. This is the challenge of decision-making: with the numerous options we have, there's always a chance to make a "better" or a "worse" decision.

While easier decisions (e.g., which shoes to wear or which food to eat) don't require a detailed planning process, decisions such as picking a university or college, choosing a career path, getting a job or just focusing on school, figuring out if friends are true or not, or whether or not to report a bullying incident or a crime usually require contemplation.

We keep in mind, therefore, that in facing life's dilemmas, we make a choice depending on what we know about ourselves, our situation in life, our needs and wants, what we think will work best for us and for the people around us while upholding our personal values.

In this module, you will learn ways to arrive at good decisions and realize their importance in setting your personal goals and in achieving them through your Personal Mission Statement.

As you go through this module, you must be able to answer this essential question: **How can we have a self-directed life?**

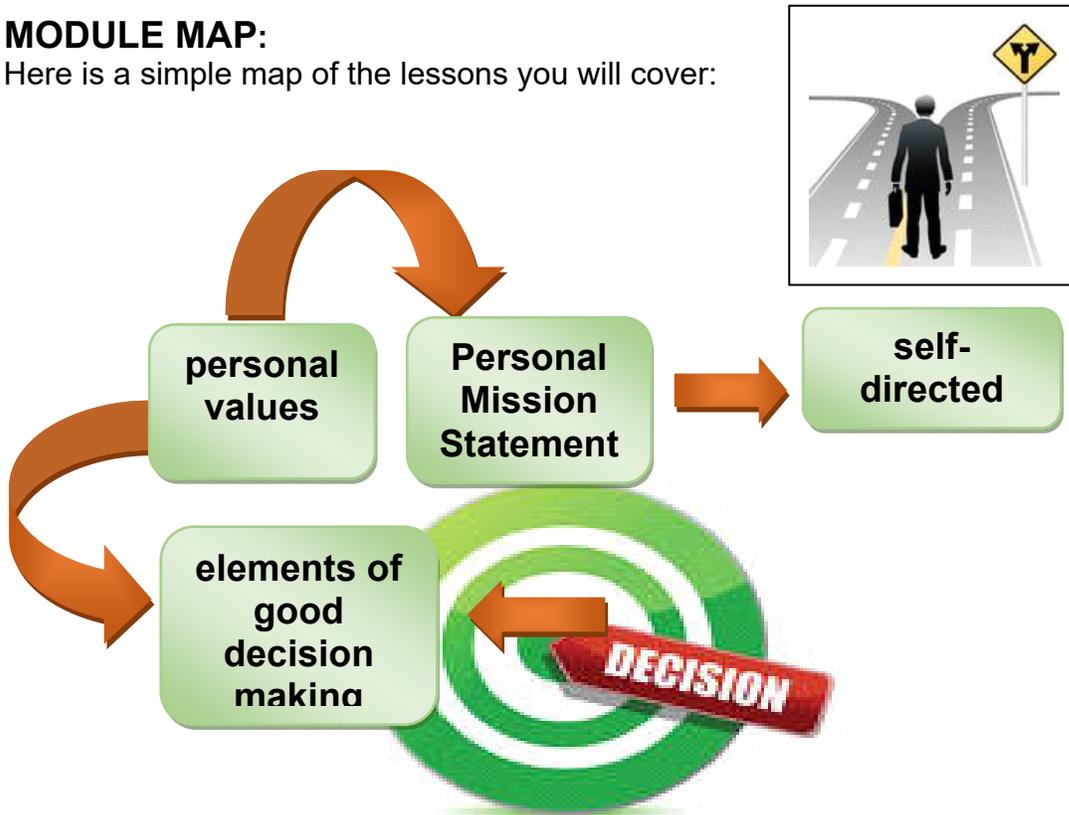
LESSONS & COVERAGE:

In order to answer on your own the said essential question, you need to take the following lessons:

- definition of the word decision and the elements of good decision making
- application of personal values in arriving at a decision
- definition of Personal Mission Statements and their basic contents
- the relationship of good decision making in achieving a self-directed life

MODULE MAP:

Here is a simple map of the lessons you will cover:



EXPECTED SKILLS:

To do well in this module, you need to enhance the following skills:

- describing how to arrive at a good decision
- enumerating elements in good decision making
- stating the importance of good decision making
- identifying the contents of Personal Mission Statements
- crafting & finalizing a Personal Mission Statement
- explaining, based on daily experiences, the role of personal values in decision making
- sharing to an audience one’s Personal Mission Statement
- reflecting on how a Personal Mission Statement becomes an effective guide in achieving a self-directed life through journal writing

Before we go to our lessons, let us first test your prior knowledge by answering the given Pre-Test.

Encircle the letter that corresponds to your answer.

After taking this short test, you will see your score. Take note of those items which you were not able to answer correctly and look for the correct answers as you go through this module.

PRE-ASSESSMENT:

Let's find out how much you already know about this module. Click on the letter that you think best answers the question. Please answer all items. After taking this short test, you will see your score. Take note of the items that you were not able to correctly answer and look for the right answer as you go through this module.

1. In which of the following is moral decision-making required?
 - a. how to save money
 - b. how to improve one's grades
 - c. how to win a lottery
 - d. how to answer a test

2. Antipolo City has implemented a Curfew Hour. Sheila was invited to have a night out with friends but refused to go because she is afraid to be apprehended. Which in this situation is a moral decision?
 - a. Sheila is afraid to be apprehended
 - b. Sheila, being invited for a night out.
 - c. Sheila refused to go.
 - d. The curfew hour

3. Making decisions is a part of our daily lives. Among the numerous decisions we make everyday, which of the following would make them moral?
 - a. Personal values
 - b. Economic status
 - c. Family origin
 - d. Friendship

4. When making decision, teenagers like you seek the help of other people for guidance. Who is the first person that you should turn to for help?
 - a. Parents

- b. Teachers
 - c. Peers
 - d. Guidance counselor
5. Which of the following has a great impact in most of the adolescents today in their decision-making?
- a. Media
 - b. School
 - c. Religion
 - d. State
6. How do emotions matter in making decisions?
- a. They serve as a clue to whether our decision is correct or not.
 - b. They enable us to make the perfect choice.
 - c. They eliminate our confusion and limit our choices.
 - d. They drive us to make quick action.
7. How do our everyday choices relate to our personhood?
- a. Our choices mold our character.
 - b. Our choices increase our freedom to do all what we want.
 - c. Our choices affect other people.
 - d. Our choices change our preferences and lifestyle.
8. Which of the following is among the steps in making decision?
- a. Rely on popular choices or survey
 - b. Recall names of events and people
 - c. Ask for signs from nature
 - d. Identify options and their consequences
9. Which of these actions is more appropriate to directly gain self-confidence?
- a. post creative photos on Instagram
 - b. run for an election of student leaders
 - c. reach out to people and open up
 - d. strive to look attractive and fashionable
10. Which of the following actions best promotes the value of truthfulness?
- a. Asking permission from parents*
 - b. Returning what you borrow
 - c. Using your personal materials and stuff
 - d. Sharing stories about other people

You just tried answering the 10-item pre-test. The said items tested your prior knowledge in view of the topic to be discussed. As we go on with our learning activities you'll be able to figure out the correct answers in the said items based on your personal experiences in making decisions.



EXPLORE

Teenagers nowadays need to know how to make good decisions so that they will be directed to their goals in life. Let us start this learning unit by answering the IRF Sheet below:

ACTIVITY 1. Let Us Diagnose!

Share your prior knowledge by answering the **Initial Answer part** of the IRF Sheet:

EQ: How can we have a self-directed life?

Initial Answer:
Revised Answer:
Final Answer:

End of EXPLORE:

You just tried finding out answers to the essential question:

How can we have a self-directed life?

Let's find out how others would answer the above question and compare their ideas with your own. As you compare, you will find out if your ideas are in line with the standard. You will also learn other concepts which will help you complete a required project found at the end. This project is about formulating and sharing a Personal Mission Statement containing your good decisions based on your personal values that would set your life direction.

We will start by doing the next activity.



FIRM-UP

Your goal in this part of the module is to know the following concepts:
 Elements of a Good Decision Making, Importance of Good Decision Making and the Contents of a Personal Mission Statement

ACTIVITY 2. The 3-2-1 Chart!

Based on the prior knowledge given in the initial answer part of the IRF Sheet, let us further search for the meaning of decisions and the elements needed to make them good decisions by watching the short video clip DECISION from:

<https://www.youtube.com/watch?v=biootD-oTSU>Decisions

Answer the 3-2-1 chart sheet:

	<p>three definitions of</p>
<p>1 2 3</p>	
	<p>elements to consider in making good</p> <p>. . .</p>
<p>1 2</p>	
	<p>question based on the video</p>
<p>1</p>	

Answer the following questions:

1. What do you know about decision making?

2. What do you think are the elements of good decision making?

Now that we have defined already the word decision and we have identified elements to consider in good decision making, let us further see how our choices matter in our decision-making

ACTIVITY 3. **Which Side Are You? (Forced Choice)**

All of you will stand and you will have to make a choice by standing on the left side or right side of the room according to your choice. You have to choose from the 2 options. You stay on the left side if you choose A and stay on the right side if you choose B. Here are the choices:

Which Side Are You?

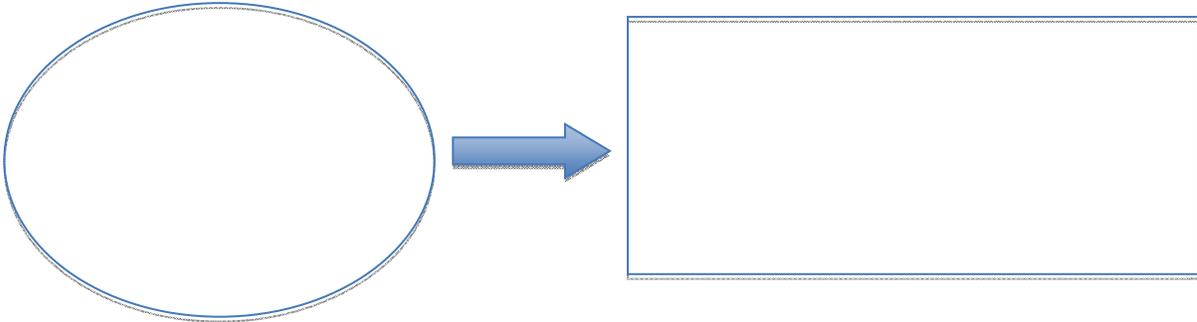
Day	night
dry season	wet season
Tea	soda
Hiking	swimming
chopsuey	asado
read a book	watch a movie
work in the Philippines	work abroad
get married	remain single

Answer the following process questions:

- a. How do you feel while choosing which side you are?
- b. Do your choices reveal something about you?
- c. Daily in our life, we make a lot of choices / decisions. Why is it necessary to make a decision?

ACTIVITY 4. Fill The Shapes! (Journal Writing #1)

Write on the first shape a choice you made recently. On the second shape describe what this choice tells about yourself.



Share your journal entry #1 to a partner then to the whole class.

Answer the following process questions:

- a. Do you usually consult someone when you make a choice or a decision?
Why or Why not?
- b. Why is it necessary to choose the best among our daily choices in life?

After realizing that all of us make choices or decisions, let us find out further how we can be helped by certain elements in making good decisions by doing the succeeding activities.

ACTIVITY 5. ENUMERATE & MATCH!

Click the link and watch the short video: DECISION MAKING MODEL

<https://www.youtube.com/watch?v=XT0Awg-Fpxw&index=2&list=PLO0-B5NoHH7W-5wxSNBMVrmspkfVyuvUr> CDM - Decision Making Model

In the scroll below, ENUMERATE the elements mentioned in video clips in order to arrive at a good decision:

Read and match the following actions with the Elements of a Good Decision making.

A.

Column A –Actions	Column B- Elements
___ 1. Identifies the possible consequences of the action	a. gather some information about the action to be done
___ 2. Seek the guidance of the Lord in prayer	b. reflect on the action
___ 3. Ask some information from people who have knowledge about the issue/action	c. seek the guidance of God
___ 4. Makes a research or investigation	d. introspect one’s feeling / emotions
___ 5. Asks oneself: will this make me truly happy?	e. take actions after thorough reflection
___ 6. Asks: what is my purpose in action/decision?	

B. Small Group Sharing

In groups of 4, share your answers to the following:

- a. Which of the above elements have you used in the past? How did this help you?
- b. Which of these elements might you need to consider in the future?

Let’s Check #1: My New Discoveries!

Now go back to your answers in the previous activity (matching type). Review your answers. What are your new learnings? Write it in the box below:

You have just identified the elements of decision making. However, have you ever wondered whether or not a decision made is good? Does it matter to you if an action / decision is good or not? Let us find out together.

ACTIVITY 6. ANO ANG HALAGA MO?

Read the following actions / decisions. Opposite each action, describe the extent of how you value or uphold it by using the following emoticons:



- always



- sometimes



- never

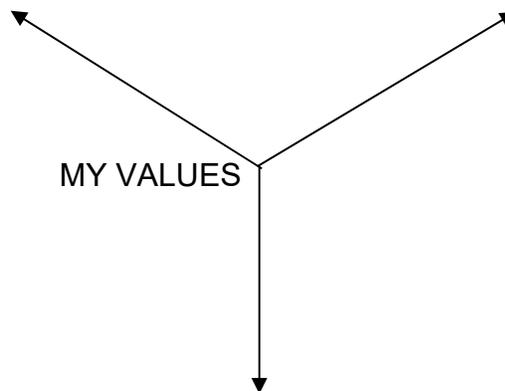
ACTION	REACTION
1. Asks permission from parents	
2. Spends my money only on necessary or important things	
3. Comes to class on time	
4. Follows rules & regulations of the school	
5. Submits school requirements on schedule	
6. Eats on time and avoid "junk food"	
7. Uses the pedestrian lane when crossing the street	
8. Volunteers for tasks or responsibilities	

Answer the process questions:

- What value do the above actions promote /exemplify?
- Which of these values do you firmly believe and uphold?
- Why do you believe these values?
- How do they matter in your decision making? How do personal values matter in making good decisions?

LET'S CHECK #2: MY VALUE SYMBOL

Identify the three most important values you uphold in your life. Draw a symbol for each, under them, answer the questions:



How do these values matter in your decision making? **How can these values and our decision making lead us to a self-directed life?**

After knowing the elements of a good decision making and the importance of why we need to have a good decision, will you be ready to make your own guide in making decisions?

Towards the end of this unit, you will be asked to make your own Personal Mission Statement (PMS). Has anyone of you seen a PMS?... So let us find out what a PMS is.

ACTIVITY 7. SHOW & TELL!

Form 8 groups. Together as a group download different samples of Personal Mission Statement (PMS)

<http://www.intheworkplace.com/apps/articles/default.asp?articleid=13262&columnid=1935>*My Personal Mission Statement*

<http://www.d.umn.edu/~scastleb/mission%20statement%20example%20one.html>
Mission Statement Example

<https://msb.franklincovey.com/inspired/anonymous> Anonymous Mission Statements

<u>CONTENT</u>	<u>PHRASES / STATEMENT</u>
<u>A.</u>	
<u>B.</u>	
<u>C.</u>	

Based on the completed table above, answer the following items using your assessment notebook:

- *It refers to the catchy statement at the beginning of a PMS. It somehow captures the whole thought of the PMS.*

(Answer: Introduction)

- *It contains the necessary details expounding a Personal Mission Statement. It clarifies, illustrate and deepen the preparatory statement at the beginning of a PMS.*

(Answer: Body)

- *It synthesizes the contents of a PMS. It makes the PMS cohesive.*

(Answer: Closure)

- *These are the concrete steps to be undertaken to materialize the Personal Mission Statement of an individual.*

(Plan of Action)

- *These should be clearly stated or injected in any PMS because they are the basis of decisions and choices to be made by an individual.*

(Personal Values)

LET'S CHECK # 3: PMS in a Web!

Create a web map illustrating how a Personal Mission Statement (PMS) tell / reveal something about the person and how it helps in making good decisions.

You may use pictures / symbols in your web map.
The web maps will be displayed in the classroom. You will see the different outputs through a “Gallery Walk”

Answer the following process questions:

- a. What does a Personal Mission Statement (PMS) contain?
- b. What does it reveal about the person?
- c. What is its relevance to good decision making?

Now that you have identified the important elements and the values that you need to consider in order to arrive at a good decision and its relevance to your personal mission statement, find out if you have gained new realizations. Go back to your IRF Sheet and fill out the second part: REVISED ANSWER

EQ: How can we have a self-directed life?

Initial Answer:
Revised Answer:
Final Answer:

End of FIRM UP:

In this section, the discussion was about the elements of a good decision making, importance of good decision making and the contents of a Personal Mission Statement

Go back to the previous section and compare your initial ideas with the discussion. How much of your initial ideas are found in the discussion? Which ideas are different and need revision? What new learning goal should you now try to achieve?

Now that you know the important ideas about the topic, let’s go deeper by moving on to the next section.



DEEPEN

Your goal in this part of the module is to have critical analysis of the importance of good decision making in achieving a self-directed life. You will be examining situations that will test both your personal values and your capacity to arrive at good decisions.

ACTIVITY 8. CHOICES AND VALUES

Watch the short film entitled: CHOICES from:



<https://www.youtube.com/watch?v=IGX1XZb-IFY&t=11s> Choices- A Short Film About Making The Right Choice (Heyday UK)

Answer the following process questions:

- What insights have you learned?
- Who are you in the story? How were you able to come up with a choice, a decision?

Our personal values determine our choices in life. With the numerous choices we have everyday, our best guide in arriving at the best choices is the consideration of what is best for us and for others.

Take few minutes to think about the meaning of the items listed below. Indicate with a check mark the items that are important to you.

- A physical appearance to be proud of
- To graduate with honors
- Being an honest person
- To have political power
- Being known as a “real” person
- A meaningful relationship

7. ___ Self-confidence and personal growth
8. ___ Enjoyment of nature and beauty
9. ___ A life with meaning, purpose, fulfillment
10. ___ Continuing to learn and gain knowledge
11. ___ A chance to help the sick and disadvantaged
12. ___ To be attractive to others
13. ___ Some honest and close friends
14. ___ A long and healthy life
15. ___ A meaningful relationship with God
16. ___ A good marriage
17. ___ Satisfaction/success in the career of your choice
18. ___ An equal opportunity for all people
19. ___ Freedom to live life as you want
20. ___ A financially comfortable life
21. ___ Accomplishment of something worthwhile
22. ___ A secure and positive family life
23. ___ An enjoyable, leisurely life
24. ___ Unlimited travel, fine foods, entertainment, recreational, and cultural opportunities
25. ___ Getting things changed for the better
26. ___ A beautiful home in the setting of your choice
27. ___ A chance to develop creativity/potential in any area
28. ___ Owning a possession of great value
29. ___ To speak up for my personal beliefs
30. ___ To have better feelings about myself
31. ___ To be needed and to be important to others
32. ___ To become a good parent
33. ___ To have a better relationship with my parents
34. ___ To be sexy
35. ___ To persevere in what I am doing
36. ___ Time for prayer
37. ___ To give of myself freely in helping others
38. ___ A safe and secure environment
39. ___ To be loved by a special few
40. ___ To be trusted by others

List below the number of the four or five items that are most important to you:
 A. ___ B. ___ C. ___ D. ___ E. ___ When you have listed the 4 to 5 items that are most important to you, refer to the “Value Choices and Values: Value Characteristics” sheet and write the appropriate characteristics related to. The list you came up and their elaboration are your PERSONAL VALUES which affect your decision making.

Choices and Values: Value Characteristics

NUMBER	CHARACTERISTIC
5	Sincerity

3, 40	Honesty, Integrity
7, 30	Emotional well-being, Stability
8	Artistic appreciation
2, 10	Education, Intelligence, Wisdom
11, 37, 18	(Altruism) Compassion, Fairness, Justice
1, 12, 34	Appearance, Beauty, Approval
6, 13, 31, 39	Love, Friendship, Personal closeness
14, 38	Health, Personal safety, Security
15, 36	Religion, Spirituality
16, 22, 32, 33	Family, Love, Emotional security
9, 17, 21, 27	Fulfillment, Intellectual and Vocational achievement
19	Personal freedom, Independence
20, 26, 28	Financial security, Money, Status
23, 24	Pleasure, Travel, Material satisfaction
4, 25	Power, Achievement
29	Courage
35	Perseverance

Write the characteristic that corresponds to the numbers you selected on the checklist.

1. _____
2. _____
3. _____
4. _____
5. _____

Review your 5-item list above, do they really reflect your personal values? If you are to rank them from 1-5, having 1 as the value you treasured the most, what will be the order now?

Journal Entry #2:

In your journal notebook, write the 5 values you have ranked and narrate your personal experiences when the said values became evident in your decision making.

Answer this process question:

Based on the experiences you have narrated in your journal, explain how your personal values affect your decision making.

After knowing the elements of good decision making and affirming your personal values in life, you are now ready to apply them in facing life's dilemmas or situations.

ACTIVITY 9. : My Chosen Path!



Accomplish the worksheet below individually.
Analyze the given situations and answer the questions that follow based on the elements of good decision making and based on your personal values.

<p>EQ: How can we have a self-directed life?</p>	<p>Situation 1:</p> <p>You're a new comer in your school and looking for new friends. A group of students approached you and offer their friendship. You heard that these students are known to have bullied other students. Will you accept their offer of friendship? Why or why not? Will they lead you to your goals of becoming a better student in your new school?</p> <p>In view of the situations above,</p>	<p>Situation 2:</p> <p>You have a very important Science project that is due tomorrow and you haven't even started it yet. You plan on spending several hours doing it tonight when you get home. However, your friend suddenly asks you to go to a concert tonight. They won tickets to your favorite band group and want you to go with them. You need to get the project done because you have a D average grade in Science which might disqualify you from graduation and</p>	<p>Situation 3:</p> <p>You want to run for a post in the Student Council / Organization in your school because you want to develop your leadership skills. However, you are expected to get home early every day after school because you need to attend to your ailing grandmother. Being an officer would mean having to stay longer in school or even on weekend for extra service. Will you pursue your plan or not? What other options do you</p>
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	How can we have a self-directed life?	would prolong you in entering college? How will you respond to the situation? How can we have a self-directed life?	have to achieve your goals to serve others without sacrificing your responsibility at home? In view of the dilemmas above, How can we have a self-directed life?
	Answer:	Answer:	Answer:
	Supporting Texts:	Supporting Texts:	Supporting Texts:
	Reason:	Reason:	Reason:
	Common Ideas in Reasons:		
	Enduring Understanding: Complete this line: I understand that (a self-directed life depends on good decision making)		

In answering the given situations, a self-directed life can be achieved if / by....

LET'S CHECK #3: My Actions Sheet

Analyze each of the life situations below and answer the questions that follow. Be guided by the given rubric below:

Situations:

1. One Saturday, your friend has invited you over for an afternoon party doing all your favorite things. Your parents will allow you to go, only when you have done your homework. The assignment isn't hard, but it would take time to do well. You could just tell your parents you did the work even though you didn't. They'll never know. What will you do? Why do we need to have good decisions? How can we have a self-directed life?
2. You're at a friend's party. At first, everything seems normal, but then you notice some people pouring something into their cups from a thermos. They're acting weird. Then a close friend of yours offers you a drink from the thermos. What will you do? Why do we need to have good decisions? How can we have a self-directed life?
3. One day, in the school canteen, a group of friends was saying some pretty mean things about another friend. They turn to you and asked you of what you know about the friend. They asked: "What do you think? You agree with us, don't

4 POINTS: the student provides a logical explanation of the factors involved in the decision making as well as the possible consequences of his/her decision. The choice of action reflects his/her personal values comprehensively through the use of supporting details.

3 POINTS: the student provides an explanation of the factors involved in the decision making and the possible consequence of his/her decision. The choice of action reflects personal values with a supporting detail.

2 POINTS: the student provides an explanation of the choice of action but lacks the basis or reasons for it. The supporting detail was irrelevant.

1 POINT: the student does not provide an explanation or basis for the choice of action. No supporting detail was provided.

Now that you have understood the role of personal values in making decisions, you will now reflect on how you find a good decision-making important in achieving a self-directed life.

ACTIVITY 10. My Self-Directed Life!

Illustrate through creative drawing your life's direction. Use the following symbols and their meanings:

road or path: life's direction

mountain: your life goals / your ambitions / your self-projections

rocks: problems, difficulties, trials you have along the way

flaglets: your good decisions to attain a self-directed life



Present your work through a “Gallery Walk”

Answer the following process questions:

- How did you feel while doing the activity? Have you imagined yourself actualizing your goals in the future?
- How do you define a self-directed life? What are the necessary steps to attain it?
- Why do we need to have good decisions? Why is it necessary to have directions in life?

LET'S CHECK #4: MY DIRECTION

Write a reflection / essay synthesizing the importance of good decision making in achieving a self-directed life. Consider the following criteria in assessing your essay (Self-Assessment): *Content, Coherence, Clarity of Ideas*.

JOURNAL ENTRY # 3

After assessing your journal entry, ask someone at home to have it evaluated using the same criteria

ACTIVITY 11. IRF Sheet Completion

At this point, you are now ready to complete the IRF sheet based on your previous answers. Examine your INITIAL ANSWER and see how it was modified in the REVISED PART and pull them together to come up with your FINAL ANSWER. What new ideas have you discovered about the need to have good decisions and the process of having a self-directed life? Write your answer on the FINAL ANSWER part to complete your IRF sheet. Your final answer should synthesize all the things you have learned relevant to the essential question below:

EQ: How can we have a self-directed life?

Initial Answer:
Revised Answer:
Final Answer:

Answer this process question based on the completed IRF:

What specific misconceptions and errors are now corrected?

End of DEEPEN:

In this section, the discussion was about the importance of good decision making in achieving a self-directed life. You deepen your understanding of making good decisions and reflect on its importance to achieve a self-directed life.

What new realizations do you have about the topic? What new connections have you made for yourself? What helped you make these connections?

Now that you have a deeper understanding of the topic, you are now ready to do the tasks in the next section.



TRANSFER

Now you will be directed to perform some activities that will lead you to your Performance Task. Your goal in this section is to apply your learning to real life situations. You will be given practical tasks which will demonstrate your understanding.

ACTIVITY 12. LET'S COMPARE!

Analyze the following mission statements. Identify the common ideas/elements present in the different Mission Statements.

https://www.missionstatements.com/personal_mission_statements.html

Personal Mission Statements

Mission Statement 1:

Mission Statement 2:

Mission Statement 3:

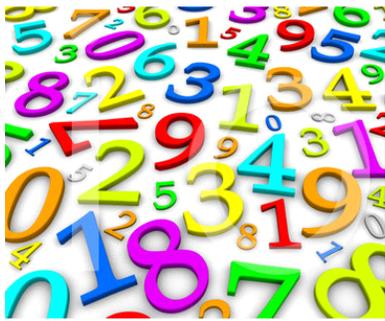
Answer the process question: What is common among the Mission Statements?

Assess the sample PMS using the following rubric:

CRITERIA / STANDARD	4 Mastery	3 Accomplished	2 Developing	1 Beginning
ORGANIZATION OF CONTENT	The Personal Mission Statement is arranged in a logical manner. All parts are coherent with an inviting introduction, a substantial body and an emphatic closure.	The Personal Mission Statement is arranged in a logical manner. The introduction, body and closure are coherent.	The Personal Mission Statement is not arranged in a logical manner. Coherence of the introduction, body and closure is weak.	The Personal Mission Statement is loosely stated and no coherence at all may be found.
INCLUSION OF PERSONAL VALUES	The Personal Mission Statement specifies guiding principles and	The Personal Mission Statement specifies guiding	The Personal Mission Statement's guiding principles and	The Personal Mission Statement does not specify

	beliefs with specific application in real life.	principles and beliefs.	beliefs are not clear.	guiding principles and beliefs.
CLARITY	The Personal Mission Statement directly describes the person's specific goals and actions in a detailed and thought-provoking manner.	The Personal Mission Statement directly describes the person's specific goals & actions. The description is sufficient.	The Personal Mission Statement is vague. Some are redundant and use cliché expression.	The Personal Mission Statement is meaningless and repetitive.
ORIGINALITY	Ideas in the PMS are novel, are uniquely thought of and express the person's own experiences.	Ideas in the PMS are novel and express the person's own experiences.	Some ideas in the PMS are quoted from popular saying and limitedly express the person's own experiences.	Ideas in the PMS are derivative and do not express the person's own experiences.

Share your reflection by:

		
DYADS	TRIADS	TO THE BIG

Now that you have seen different samples of Personal Mission Statement or PMS and that you're able to assess them using the provided rubric, this time you are tasked to draft your own Mission Statement

ACTIVITY 13. LET'S HELP HER



Read and analyze the given situation: A young girl of their age does not want to study anymore because she was hooked to computer games.

Write a mission statement for the said girl indicating the values she needs to live by and possible concrete actions to do to value education and achieve her goals in life.

Assess the formulated mission statement through peer feed backing using the rubric.

Then in groups design varied ways of presenting the formulated mission statements: **using rap song, blog, slogan type output, fb post, etc. for differentiation.**

PROCESS QUESTIONS:

How can a self-directed life be achieved through Personal Mission Statement (PMS)?

Now let us check if you could confidently do the performance task on your own through the use of the following skills:

SELF-ASSESSMENT OF ONE’S READINESS TO DO PERFORMANCE TASK

Check the column that corresponds to your answer:

Performance Task Skill	Able to do all steps by myself and with much confidence	Able to do most steps but need comments and feedback from others	Need detailed step-by-step instruction
I can compose my Personal Mission Statement.			
I can compose PMS with coherent parts			
I can write catchy introductory sentences.			
I can provide my PMS with substantial body.			
I can compose clear closure.			
I can enumerate steps towards achieving a particular goal.			
I can state my personal values related to my personal goals in life.			
I can organize statements in a logical manner.			

I can confidently make good decisions.			
I can effectively share my Personal Mission Statement in front of my classmates.			

After practicing individually and by groups the necessary skills for your Performance Task, you are now ready to do it. You will be guided by the narrative and rubric below:



There is an alarming increase in number of the out-of-school youths in Barangay San Luis Antipolo City, Rizal. The head of the “Tahanan ng Kabataan sa Antipolo” recruits Youth Ambassadors to speak in a forum on good decision making to enlighten the out-of-school-youths to have directions in life. The Youth Ambassadors will come up with their Personal Mission Statements showing evidences of good decision making, concrete actions based on desirable personal values that will guide in setting directions in one’s life. The PMS should effectively address the audience through the organization of its content with well-stated desirable values, clarity and originality.

Your Performance Task will be evaluated based on the following rubric:

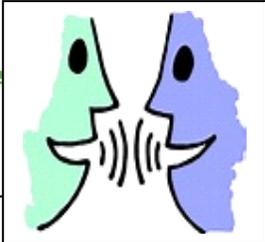
CRITERIA / STANDARD	4 Mastery	3 Accomplished	2 Developing	1 Beginning
ORGANIZATION OF CONTENT	The Personal Mission Statement			

	is arranged in a logical manner. All parts are coherent with an inviting introduction, a substantial body and an emphatic closure.	Is arranged in a logical manner. The introduction, body and closure are coherent.	is not arranged in a logical manner. Coherence of the introduction, body and closure is weak.	is loosely stated and no coherence at all may be found.
INCLUSION OF PERSONAL VALUES	The Personal Mission Statement specifies guiding principles and beliefs with specific application in real life.	The Personal Mission Statement specifies guiding principles and beliefs.	The Personal Mission Statement's guiding principles and beliefs are not clear.	The Personal Mission Statement does not specify guiding principles and beliefs.
CLARITY	The Personal Mission Statement directly describes the person's specific goals and actions in a detailed and thought provoking manner.	The Personal Mission Statement directly describes the person's specific goals & actions. The description is sufficient.	The Personal Mission Statement is vague. Some are redundant and use cliché expression.	The Personal Mission Statement is meaningless and repetitive.
ORIGINALITY	Ideas in the PMS are novel, are uniquely thought of and express the person's own experiences.	Ideas in the PMS are novel and express the person's own experiences.	Some ideas in the PMS are quoted from popular saying and limitedly express the person's own experiences.	Ideas in the PMS are derivative and do not express the person's own experiences.

Answer this process question:

Does the mission statement address the current situation of the out-of-school-youth?

Complete the following lines through SWAP TALK:

<p>Making good decision is important because</p> <hr/> <p>It is important to have a personal mission statement in life because</p>	
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ACTIVITY 14. Journaling!

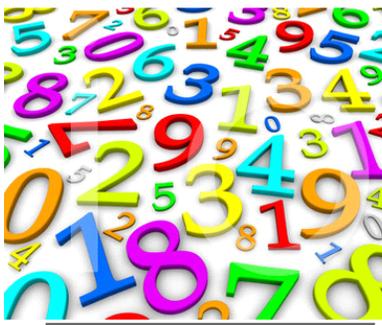


Write a reflection in your journal expressing the important real life lessons that you have learned after doing the Performance Task.

Include in your journal a narration of the significant things that had happened during the forum and be ready to share in front of the class.

Guide Questions: How did you find the performance task? How did the task help you see the real world use of the topic?

Share your reflection by:

		
<div style="background-color: #ccc; padding: 5px; display: inline-block;">DYADS</div>	<div style="background-color: #ccc; padding: 5px; display: inline-block;">TRIADS</div>	<div style="background-color: #ccc; padding: 5px; display: inline-block;">TO THE BIG</div>

End of TRANSFER

You have just completed this lesson. Before you go to the next lesson, you have to answer the following post-assessment.

1. Who among the following should resort to good decision making?
 - a. Sarah has very low grades. She needs to pass all her subjects in order to be promoted to the next grade level.
 - b. Bea wants to have a new smart phone so that she could post her photos on Facebook.
 - c. Ruel is short but likes to play basketball since grade school. His friends are also into the said sports.
 - d. Francis lives with his relatives away from his parents.

2. Which of the following statements can be found in a Personal Mission statement?
 - a. I commit myself to become an effective leader.
 - b. I will befriend as many persons in order to become popular.
 - c. I will be fair and kind to those people whom I like.
 - d. I envision an easy life with less responsibilities.

3. When solving a problem or dilemma, what is the best thing to do when there are several options?
 - a. choose the one that is easiest
 - b. consider the effect of the options to oneself
 - c. choose the one that is consistent with one's values
 - d. resort to toss coin strategy

4. Which of the following action can support one's goal of improving scholastic achievement?
 - a. Surfing the net until the wee hours of the morning
 - b. Reviewing the difficult lessons at home
 - c. Relying on chances during examinations
 - d. Ask friends to re-teach the lessons to him

5. Debbie has difficulty accepting criticisms. What goal should she be working on?
 - a. develop creative expression
 - b. develop positive self-image
 - c. develop interpersonal skills
 - d. develop intrapersonal skills

6. How should the introduction in the Personal Mission Statement be stated?

- a. It must be catchy and must capture the whole thought of the Mission Statement.
 - b. It must be short and simple so that it could easily be understood.
 - c. It must present several details about the person's goals.
 - d. It must be elaborative and substantial.
7. Who of the following acted based on his or her personal values?
- a. Jamie studies well because she expects to be given extra allowance by his parents.
 - b. Justin studies well because he wants to outwit his rival.
 - c. Jeric studies well because he wants to make his parents proud.
 - d. Jeric studies well because he wants to make his parents proud.
8. What characterizes a good decision?
- a. It contributes to the formation of the person's character.
 - b. It satisfies the person's personal desires.
 - c. It frees the person from responsibilities.
 - d. It frees the person from responsibilities.
9. What is the importance of having a Personal Mission Statement?
- a. It gives us a sense of pride.
 - b. It makes us confident in doing our tasks.
 - c. It serves as a guide for our actions.
 - d. It serves as a guide for our actions
10. Which of the following is among the steps in making decision?
- a. Rely on popular choices or survey
 - b. Recall names of events and people
 - c. Ask for signs from nature
 - d. Identify options and their consequences

Compare now the results of your pre-test and post test. Did the comparative results tell you that you have learned something?

GLOSSARY OF TERMS USED IN THIS LESSON:

Cliché- a purpose or opinion that is overused and not original

Decision-a resolution reached after consideration

Dilemma-a difficult situation or problem

Mission- is a specific task that a person is sent to perform an allotted or self-improved duty or task; a calling

Personal Mission Statement- a personal philosophy or declaration of one's purpose in life

Principle- fundamental truth that serves as foundation for a system of belief or behavior

Purpose- a reason from which something is done

Self-Directedness- a personality trait that is the ability to regulate and adopt behavior to the demands of a situation in order to achieve one's goals and values

Values- a person's principles or standards of behavior; one's judgment of what is important in life

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