Mindanao Youth for Development Project

Life Skills:
Learning, Working, Serving

Module 1: Personal Development
Facilitator’s Manual

MYDev Life Skills Curriculum
An Adaptation of EDC’s Work Ready Now! Curriculum
Module 1: Personal Development

“Mas mabuting pinag-iisipan ang kinabukasan habang ikaw ay nasa kasalukuyan.”
One better thinks of the future while in the present.

Personal Development Objectives

By the end of the module participants will:

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

Module Overview

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1: Values and Skills</strong></td>
<td>2 hrs 10 mins</td>
</tr>
<tr>
<td>1: Introductory Activity &amp; Learner’s Reflection</td>
<td>30 min</td>
</tr>
<tr>
<td>2. Values, Beliefs &amp; Qualities</td>
<td>40 min</td>
</tr>
<tr>
<td>3: We Are All Unique</td>
<td>30 min</td>
</tr>
<tr>
<td>4: My Skills and Qualities</td>
<td>30 min</td>
</tr>
<tr>
<td><strong>Session 2: Setting &amp; Achieving Goals</strong></td>
<td>1 hr 55 min</td>
</tr>
<tr>
<td>5: Introduction &amp; Process for Setting and Achieving Goals</td>
<td>1 hr 30 min</td>
</tr>
<tr>
<td>6. Session 1&amp;2 Review &amp; Application – Values, Skills, Goals</td>
<td>25 min</td>
</tr>
<tr>
<td><strong>Session 3: Learning New Skills</strong></td>
<td>2 hr 15 mins</td>
</tr>
<tr>
<td>7: Learning Style Assessment</td>
<td>25 min</td>
</tr>
<tr>
<td>8: Learning Strategies</td>
<td>40 min</td>
</tr>
<tr>
<td>9: Session 3 Review &amp; Application – Learning New Skills</td>
<td>1 hr 10 min</td>
</tr>
</tbody>
</table>

Total Time: 6 hr 20 min
Module 1: Personal Development

Module 1 Materials and Preparation

☑ Basic training materials: manila paper, markers, tape, A4 paper, glue, scissors, old magazines or newspaper.
☑ Make sure participants have their Participant’s Handbook available.

Session 1:

☑ Paper ball
☑ Prepare a manila paper with a blank Learner’s Reflection table as sample
☑ Learner’s Reflection
☑ Review objectives of the module
☑ Prepare a manila paper with the proverb (below) to discuss with learners
☑ Handout 1.1: Examples of Values, Beliefs and Desirable Qualities
☑ Prepare 4 signs on manila paper or meta cards – Strongly Agree, Somewhat Agree, Somewhat Disagree and Strongly Disagree
☑ Review the list of statements to read to participants
☑ Handout 1.2: My Skills and Qualities

Session 2:

☑ Prepare a manila paper with the drawing of a tree with all its parts stating what they represent: values/skills (roots), strength (trunk), goals in the near future (branches), obstacles (thorns), resources needed (leaves), goals in the far away future (fruits)
☑ Handout 1.3: Setting and Achieving Goals
☑ Handout 1.4: Steps for Achieving My Goals
☑ Review key concepts of each activity covered in this session

Session 3:

☑ Handout 1.5: How Do You Learn Best?
☑ Handout 1.6: Learning My Way
☑ Review key concepts for each activity
☑ Cut-out scenarios to be given to each group
☑ Make 1 copy per participant of the End of Module Assessment
SESSION 1: VALUES AND SKILLS

Activity 1: Introductory Activity

✔ Objectives - By the end of the activity, participants will be able to:
  a. Describe the topics that are important for planning one’s future

⏰ Time Required: 30 minutes

💰 Methodology: large group discussion

🖌 Materials and Preparation: manila paper, markers, tape
  - Paper ball
  - Prepare a manila paper with a blank Learner’s Reflection table as sample
  - Learner’s Reflection
  - Review objectives of the module
  - Prepare a manila paper with the proverb (below) to discuss with learners

🔥 Steps:

1. Welcome participants to Module 1: Personal Development and quickly review the key points and ground rules covered during the introduction to the program (goals and content of the life skills program, rules, group roles such as timekeeping, etc.). Have participants pass a paper ball or other object to one another. The person who catches it should mention one main point covered during the introductory session. Continue until the main concepts are covered, providing input as needed.

   (5 min)

2. Ask participants to think about the proverb found at the beginning of Module 1: “Mas mabuting pinag-iisipan ang kinabukasan habang ikaw ay nasa kasalukuyan” (One better thinks of the future while in the present). What is the meaning?

   Explain that during this module they are going to identify what is important to them and how they can grow and move ahead. Ask them what they think the relevance is between the proverb and the module. How does it relate to real life? The first session will focus on the first objective and will include identifying our own values, beliefs, interests, and strengths and weaknesses. State the main Key Topics of this session (below).

   (10 min)

Key Topics

• Values, beliefs and qualities
• Skills and qualities assessment
3. Have learners take the **Learner’s Reflection** explaining that this is not a test but is a way to see what they already know or do not know about the topics.

Ask learners to go to the Learner’s Reflection of Module 1 in their Participant’s Handbook. Using the manila paper that you prepared with a blank table, explain the meaning of each column (1,2,3,4). Tell them that you will read a few statements. For each statement they need to check the column that best describes them. Stress the importance of answering honestly and independently.

Read one statement at a time and allow time for learners to think of an answer.  

*(15 min)*
Learner’s Reflection: Module 1 Personal Development

This is not a test but is a way for us to see what you already know or do not know about the topics. I will read a skill that is listed in the left column. Think about yourself and your experience. I will read the statements across the top. Check the column that best represents your situation. The results will guide me in helping you learn more about this topic.

Ang mga katanungan dito ay hindi test. Ito ay isang paraan upang malaman natin ang inyong kaalaman, kasanayan o kakayahan tungkol sa paksang ito. Lahat ng inyong mga kasagutan ay ating tatanggapin.

Babasahin ko ang bawat tanong. Magbalik-tanaw sa inyong mga karanasan at i-tsek ang sagot na naaangkop sa inyong sitwasyon. Ang inyong kasagutan ay magiging gabay ko sa pagpapalawak ng inyong kaalaman tungkol sa paksang ito.

<table>
<thead>
<tr>
<th>My experience</th>
<th>Knowledge, skills and abilities</th>
<th>Kaalaman, kasanayan at kakayahan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> I don’t have any experience doing this.</td>
<td>Wala akong karanasan sa paggawa nito</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong> I have very little experience doing this.</td>
<td>Kakaunting – kakaunti lamang ang aking karanasan sa paggawa nito</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong> I have some experience doing this.</td>
<td>Mayroon akong karanasan sa paggawa nito</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong> I have a lot of experience doing this.</td>
<td>Marami akong karanasan sa paggawa nito</td>
<td></td>
</tr>
</tbody>
</table>

- Identifying my own strengths, interests & challenges / Pagtukoy sa sariling kakayahan, interes at mga pagsubok
- Setting a goal for myself / Magkaroon ng sariling layunin sa buhay
- Making a plan to reach a goal / Gumawa ng plano upang maabot ang layunin
- Following the steps of a plan / Sumunod sa itinakdang plano
- Paying attention to progress on following the plan and achieving the goal / Pagbigay pansin sa progreso ng plano para makamit ang layunin

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### Module 1: Personal Development

<table>
<thead>
<tr>
<th>Understanding different ways of learning new skills and ideas / Maintindihan ang iba’t-ibang paraan upang matutunan ang mga bagong kakayahan at ideya</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Identifying and using strategies to help me learn better / Matukoy at magamit ang mga pamamaraan para mapalawak ang kaalaman</th>
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</thead>
</table>
Activity 2: Values, Beliefs & Qualities

**Objectives** - By the end of the activity, participants will be able to:
   a. Identify personal values
   b. Relate personal values to family and employer

**Time Required:** 40 minutes

**Methodology:** individual work, small group work, large group discussion

**Materials and Preparation:** manila paper, markers, tape

**Handout 1.1: Examples of Values, Beliefs and Desirable Qualities**

**Steps:**

1. Ask participants to think about someone they respect and who served as his or her role model. What made that person so special to him or her?

   Ask participants to form small groups of three and let them discuss the people they have chosen. Ask them to write down the words that describe the person (e.g. passionate, honest, hardworking, committed, humorous…) on manila paper. Post the groups’ outputs and review with the large group.

   (20 min)

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

   Have participants go to Handout 1.1: Examples of Values, Beliefs and Desirable Qualities Participant’s Handbook. Show that there are many values, beliefs and desirable qualities that influence the way people behave. Read the list together and ask participants if any of the words they wrote on the manila paper are on the list.

   (5 min)

3. Ask participants to fill in the table in their Handbook, first choosing the 5 most important personal values for themselves then choose the top 5 values for their family/friends, and finally what they think the 5 most important values should the employers have?

   Discuss participants’ responses in the group using the debriefing questions below:

   (15 min)
**Debriefing Questions:**

a. Identify the most common values by reading through the list and having participants raise their hands if the value read was one of their top 5.

b. Do the same for the employer column. What values seem to be the most important for employers and why? Are they similar or different from their own?

(Many of the values are similar but the employer might put more emphasis on values that will help get his or her business ahead.)

c. Given the values of employers, how should you behave when working?

(Emphasize that it is important to be aware of what employers value and to try and behave in a way that reflects those values. For example, employers might value honesty. It is important for employees to be honest.)

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

(Often the things you are involved in or like to do reflect your values.)

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**LOW LITERACY ALTERNATIVES**

Instead of using **Handout 1.1**, use the list of values generated by the participants in the previous steps. Ask them to think about what is important to them and ask if they want to add to the list. They can discuss with a partner what their own values are, what they think employers’ values are, and those of their family and friends. Pairs then share with the large group. Use some of the debriefing questions to guide the discussion.
Handout 1.1: Examples of Values, Beliefs & Desirable Qualities

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

<table>
<thead>
<tr>
<th>VALUES</th>
<th>ME</th>
<th>FAMILY/FRIENDS</th>
<th>EMPLOYER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance</td>
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<tr>
<td>Accomplishment</td>
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<td>Ambitiousness</td>
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<td>Attentiveness</td>
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<tr>
<td>Caring</td>
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<td>Cautiousness</td>
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<td>Commitment</td>
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<td>Communication</td>
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<td>Compassion</td>
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<td>Creativity</td>
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<td>Determination</td>
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<td>Devotion</td>
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<td>Dignity</td>
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<td>Empathy</td>
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<td>Enthusiasm</td>
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<td>Ethics</td>
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<td>Fairness</td>
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<td>Focus</td>
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<td>Friendliness</td>
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<tr>
<td>Goals</td>
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<td>Honesty</td>
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<td>Inspiration</td>
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<td>Intelligence</td>
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<td>Involvement</td>
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<td>Loyalty</td>
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<td>Optimism</td>
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<td>Persistence</td>
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<td>Respect</td>
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<td>Responsibility</td>
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<tr>
<td>Tolerance</td>
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</table>
Activity 3: We Are All Unique

Objectives - By the end of the activity, participants will be able to:

a. Share some of their values, beliefs and interests
b. Realize that while there are similarities and differences amongst everyone, we are all unique individuals
c. Develop self-worth

Time Required: 30 minutes

Methodology: large group activity, pair work, and discussion

Materials and Preparation: manila paper, markers, tape
- Prepare 4 signs on manila paper or meta cards – Strongly Agree, Somewhat Agree, Somewhat Disagree and Strongly Disagree
- Review the list of statements to read to participants

Steps:

1. Hang up the signs in each corner of the room. Explain that you will read a statement and the participants will go to the corner of the room that says strongly agree, somewhat agree, somewhat disagree or strongly disagree, depending on their own view of the statement.

   (5 min)

2. Statements should be prepared beforehand and can reflect values, beliefs, interests, abilities, etc. Examples include:

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

For some of the items, ask participants why they chose their responses. Emphasize that everybody has their own opinions, feelings, interests and skills. Sometimes we have similarities with others and sometimes we have differences. We are all unique.

(15 min)
3. Pair-share activity: Each learner will work with a classmate, who may be his/her closest friend or anyone from the group that he/she is comfortable to work with. Given the categories below, each will share his/her own thoughts after the other.
   a. Interests
   b. Likes
   c. Ambitions
   d. Perfect leader
   e. Principles in life
   f. Beliefs
   g. Hobbies
   h. Talents
   i. Person you look-up to as a role model

   (10 min)
Activity 4: My Skills and Qualities

✔ Objectives - By the end of the activity, participants will be able to:
  a. Identify skills and qualities that are important to them in general and for work
  b. Assess their own skills and qualities
  c. Begin to determine next steps in improving skills and qualities

⏰ Time Required: 30 minutes

👩‍💻 Methodology: individual work, large group discussion

✏️ Materials and Preparation: manila paper, markers, tape

 nguyện Handout 1.2: My Skills and Qualities

Steps:

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

Ask learners to go to Handout 1.2: My Skills and Qualities in their Participant’s Handbook. Ask them to choose the top 6 skills or qualities that they would like to use in a job and copy them in their notebooks. Then have them rate themselves for all the 6 skills/qualities that they selected (using the 4 columns in the Handout). These skills and qualities can apply to work, to your education, or personal life. Emphasize that this activity is for themselves and they are not being given marks or being rated. It is to help them identify their skills and qualities.

   (10 min)

2. Ask participants to draw a line down the center, creating 2 columns. They should write Strengths on the left side and Areas for Improvement on the right side (use the manila paper prepared beforehand to show where the line should go). They should look at the 6 items they had circled at the beginning. If they rated themselves as very good or good for a skill/quality, it means it is a Strength. If they rated themselves not so good or needs to improve a lot, it is an Area for Improvement.

   (5 min)

Have learners think about their results:

   a. How did I rate myself in each of the 6 areas that I selected?
   b. What skills/qualities can I improve under Areas of Improvement to turn them into Strengths?
3. Process the exercise with the whole group by asking them:  

**Debriefing Questions:**

a. How did this activity of selecting and assessing your skills and qualities help you?

* (It helps me identify what skills/qualities are important to me, my strengths and weaknesses in particular areas, possible areas of employment and next steps.)*

b. Were all of their preferred skills/qualities in the strengths column? For those that were not, what does one do?

* (Need to set goals and make a plan of action; identify steps to take to improve the skill — resources, training, ...)*

Emphasize that everybody has strengths and areas for improvement. The next activity is going to focus on setting goals, which is a first step in helping to move skills/qualities from the right side to the left side.

4. Application of learning:

*Option 1: Write an essay. Select three areas for improvement and write about the steps that you will take to improve oneself.*

*Option 2: Choose an object that represents yourself and write how that object relates to your skills and qualities.*

Have learners use the writing space at the end of Session 1 of Module 1 in their Participant’s Handbook to complete these writing assignments.

**“LOW LITERACY ALTERNATIVES”**

Read 1.2: Skills and Qualities out loud with participants instead of having them do it on their own. Before going through the list ask them to give examples of skills or qualities they would like to use on a job. Once they have a sense of that, it will be easier to go through the list with them. Another idea is to not use the list at all and have participants think about the top 5 ---10 skills and qualities they would like to use on the job. They could then divide these according to their own strengths and weaknesses. If participants are not comfortable with writing, they could draw symbols or use objects in the room to represent the skills & qualities.
### Handout 1.2: My Skills and Qualities

Rate yourself and put an \( \sqrt{\} \) in the appropriate box.

<table>
<thead>
<tr>
<th></th>
<th>very good</th>
<th>good</th>
<th>not so good</th>
<th>needs to improve a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>dependable</td>
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<td>patient</td>
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<td>honest</td>
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<td>responsible</td>
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<td>courteous</td>
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<td>able to work in teams</td>
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<td>able to lead others</td>
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<td>able to work without supervision</td>
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<td>creative</td>
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<td>self-confident</td>
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<td>organized</td>
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<td>learn quickly</td>
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<tr>
<td>hardworking</td>
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<td>use money wisely</td>
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<td>give advice to people</td>
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<td>communicate clearly</td>
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<td>make decisions</td>
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<td>write</td>
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<td>supervise</td>
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<tr>
<td>solve problems</td>
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</tbody>
</table>
SESSION 2: SETTING & ACHIEVING GOALS

Activity 5: Introduction and Process for Setting and Achieving Goals

✓ Objectives - By the end of the activity, participants will be able to:
   a. Identify long and short term goals
   b. Identify the steps needed to reach a goal, possible obstacles and needed resources

⏰ Time Required: 1 hour 30 minutes

➡️ Methodology: individual work, pair work, large group discussion

_MATERIALS AND PREPARATION:_ manila paper, markers, tape, crayons or markers

Prepare a manila paper with the drawing of a tree with all its parts stating what they represent: values/skills (roots), strength (trunk), goals in the near future (branches), obstacles (thorns), resources needed (leaves), goals in the far away future (fruits)

Handout 1.3: Setting and Achieving Goals
Handout 1.4: Steps for Achieving My Goals

_steps:

1. Explain to participants that the last session’s activities on identifying values, skills and qualities serve as a foundation for this session’s activity on setting goals and making plans. Key topics include:

   Key Topics
   - Setting long and short term goals
   - Identify steps, time frame and resources needed to carry out goals (plan)

Ask participants to think about the values and skills they have identified from the last activity. **Ask: How can you apply these values and skills to your future?**

(5 min)

2. Ask participants to go to the writing space at the end of Session 2 of Module 1 of their Participant’s Handbook. Ask them to draw a large tree that includes the roots, trunk, major branches, smaller branches, leaves, flowers and thorns. Explain that the growth of a tree is like the growth and development of a person. The parts of the tree represent the following:

   **Roots:** their values and skills
   **Trunk:** areas in their lives that give them strength – friends, family, church, mosque, work place
   **Branches:** goals in the near future (what they want to do or accomplish soon)
   **Thorns:** obstacles they might meet along the way
3. Once they have prepared their drawings, show the tree in the manila paper that you created as a reminder of what each part means. Ask participants to label their trees with their own information.

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

▶ LOW LITERACY ALTERNATIVES ◀

Label the tree parts together, asking a volunteer to come up who can be a model. As you do the roots, for example, have everyone do their roots in their handbooks. Provide individual help as needed.
4. Have a 2-3 participants share their drawings with the large group.  

(10 min)

5. The branches represent goals – where people want to reach or what they want to accomplish. Ask them: What do you think you will need to do to reach one of your goals (in one of the branches)?

To help learners identify steps to reach goals, use the illustration of the steps in Handout 1.3: Setting and Achieving Goals in their Handbook. The top represents a goal and the stairs represent the steps that you need to take to reach a goal.  

(15 min)

6. Ask learners to work in pairs. Tell them to use the information on their own trees and choose one goal (one per learner). A goal that they want to achieve in 1 year from now. Explain that it is important to prioritize goals, for example, they may not be able to reach all goals in one year.

To help learners choose their goal, explain that goals should be: SMART (Handout: 1.3 in their Handbook), and review this Handout together in a large group.

Once each learner has ONE goal in mind, ask them to identify the steps to reach their goal. Ask them to work in pairs to fill out each step in the table of Handout 1.4: Steps for Achieving My Goals in their Handbook. What is the first step you need to take? By when? What do you need?

While learners work in pairs, you may remind them of the following Guiding Questions:
- What steps do I need to take to reach my goal?
- What abilities and experience do I already have that I can use?
- By when do I need to achieve each step?
- What do I need to achieve each step? Skills, capital, people’s support...

(20 min)

‘LOW LITERACY ALTERNATIVES

Writing goals: If participants are not comfortable writing, they can draw pictures or symbols that represent their goals and then explain them to their partner or the group.

7. Bring everyone together and invite 2-3 pairs to share the goal that they worked on and the steps that they identified to reach that goal.

Ask the following questions and discuss in a large group:
How do you think what you learned today can help you plan for your work in the future? For your career in the future?

[Can use the same process to identify the steps I need to achieve a work goal, or a career goal, or any goal in my life.]

Think of the last activities (in Session 1). When planning for your work or career in the future, how important do you think are your skills, qualities, and values?

[When planning for my career or my work in the future, it is important to remember and to take into account my qualities, skills, values, and everything that makes me as a person. Knowing a skill (how to do something well) is very helpful, but is not enough and it is not the only thing that matters at work. Values and qualities are also very important.]

Explain that they can use these steps to get closer to any type of goal they may have, personal, educational, or career and work-related.

They will use these steps and will practice how to prioritize when planning for a Community Service project in another Module.

(15 min)
Handout 1.3: Setting and Achieving Goals
Setting Goals

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

<table>
<thead>
<tr>
<th>Goals should be SMART:</th>
<th>Example that cannot be reached</th>
<th>Example that can be reached</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific</strong></td>
<td>I will become rich.</td>
<td>I will earn P5,000.00 per month.</td>
</tr>
<tr>
<td><strong>Measurable</strong></td>
<td>I will attend Saturday classes.</td>
<td>I will attend Saturday classes three times per month.</td>
</tr>
<tr>
<td><strong>Achievable</strong></td>
<td>I will become president of the Philippines by next year.</td>
<td>I will become the president of the youth group in our barangay by next year.</td>
</tr>
<tr>
<td><strong>Realistic</strong></td>
<td>I will become a player of one of the famous Philippine Basketball Association teams.</td>
<td>I will play basketball with the basketball team in our barangay.</td>
</tr>
<tr>
<td><strong>Time Framed</strong></td>
<td>I will find a construction job.</td>
<td>I will find a construction job in the next 2 months.</td>
</tr>
</tbody>
</table>

Steps to Setting and Achieving Goals

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

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

1. **Where do I want to be in the next 3 months, 6 months, 1 year?**
   
   *Example:* By the end of the year, I want to graduate from secondary school.
   
   *Example:* To graduate from secondary school, I will participate in an evening study group. I will study for one hour every evening. I will seek extra help from the teachers when I need it. I will improve my basic math skills...

2. **What must I know to get there?**
   
   *Example:* In order to improve my basic math skills I will need to have a better foundation in the basic topics.
3. **What steps must I take in order to know and be able to do these things?**
   *Example:* To improve my basic math skills, I will need to identify a math tutor who can spend time with me each week. To participate in an evening study group, I will need to ask my friends and teachers of existing study groups including the days and times they meet.

4. **What abilities and experience do I already have that are going to help me take these steps?**
   *Example:* I will talk to people I know who are in my youth group, ask friends and teachers involved in on-going study groups, etc.

5. **What obstacles might be in my way and how can I deal with them?**
   *Example:* It will be difficult to find time to participate in an evening study group because I take care of my younger siblings. I will see if I can get assistance from friends and see if there are any day time study groups.

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

**Sources:**


Handout 1.4: Steps for Achieving My Goals

Goal in 1 year from now:

<table>
<thead>
<tr>
<th>Steps</th>
<th>By When</th>
<th>What do I need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 6: Sessions 1 & 2 Review and Application – Values, Skills & Qualities Assessment

Objectives - By the end of the activity, participants will be able to:

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

Time Required: 25 min

Methodology: round robin, large group discussion

Materials and Preparation: manila paper, markers, tape, participants’ work from the session, glue, scissors, old magazines or newspaper

Steps:

1. Ask participants to list the main activities that were done during this session in the writing space at the end of Session 2 of Module 1 (values clarification, skills & qualities assessment, identifying job interests, beliefs about myself, my dreams, what I can and cannot control, being proactive and reactive, tree drawing, setting goals, making an action plan to achieve goals).

Ask each learner to say ONE thing s/he learned through the activities.

Emphasize that our values often serve as the foundation, or roots, of our interests and goals and that in order to achieve our goals it is important to go through the steps covered during the last activity. It is important to know our values, beliefs, and qualities when planning for anything in our lives, including work and career. (10 min)

2. Application of learning:

Option A - Ask each learner to identify one’s goal. Using the steps in setting and achieving goals, let them write down the steps which s/he thinks, s/he needs to do in order to achieve such a goal. Ask them to use the writing space at the end of Session 2 in Modules 1. Learners may add drawings or poems to their essay. Guide each learner to be able to follow the Steps in Achieving their Goals (Handout 1.4).

Option B – Give each learner a half sheet of manila paper, glue, scissors, old magazines or newspapers. Ask them to make a collage using cut-outs from the materials showing their goals and steps they will take to achieve such goal. (15 min)
SESSION 3: LEARNING NEW SKILLS

Activity 7: Learning Style Assessment

✔ Objectives - By the end of the activity, participants will be able to:
  a. Recognize that people learn in different ways, using different skills
  b. Appreciate different ways of learning new things

⏰ Time Required: 25 minutes

👩‍👧‍👦 Methodology: large group discussion, small group work

📝 Materials and Preparation:
  - Handout 1.5: How Do You Learn Best?

Steps:

1. Welcome the participants to Session 3: Learning New Skills. Ask participants to recall previous sessions. Ask them to describe what you need to think about and plan for to achieve goals (tree illustration). Fill in any missing information. Explain that this session is going to focus on learning – styles of learning and strategies on how to learn new skills based on one’s learning style.

   (5 min)

2. Tell participants they are now going to assess their own learning style to determine the main ways in which they tend to learn new things. Briefly go over the list of learning styles in Handout 1.5: How Do You Learn Best? In their Participant’s Handbook.

   Have learners clear their seats and have room to stand up and sit down quickly. Explain that you will read each item out loud and they should stand up if they think this a good way for them to learn. If they think this is not a good way for them to learn, they should remain seated. Explain that answers are based on how each person feels is a good way for him or her to learn. Clarify that there are no right or wrong answers.

   Read one statement at a time from Handout 1.5, allowing time for learners to stand up or sit down after each statement. Read the category title (e.g. listening) and choose only 2-3 statements to read out loud from that category. Then, move to the next category.

   (15 min)
3. After the stand up / sit down exercise, summarize by stressing that:
   • People learn in different ways and often combine learning styles to be able to understand or do something new.
   • To do well at work, we need to use different learning styles. We need a combination of skills.
   • Different people learn differently, so to work well with others, we need to understand that we all have different styles of learning.
   • Some learning strategies may include: listening, observing/seeing, doing, reading, writing, and speaking.

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

"Facilitator Tip"
Change the scenario to use a specific example of a machine that best matches the real life of learners. For example, sewing machine, welding machine, gas stove, electric oven, etc.

(5 min)
Handout 1.5: How Do You Learn Best?

Listening

☐ I like to listen to people talk about things.
☐ I usually remember what I hear.
☐ I learned more in school by listening to the teacher’s explanation rather than by reading the textbook.
☐ I prefer listening to the news on the radio than reading the newspaper.
☐ I prefer that someone tells me about a meeting than reading an announcement.

Observing/Seeing

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

Doing

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

Writing

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

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

Speaking

- When I have a problem to figure out I often talk to myself.
- I remember things better when I say them out loud. For example, if I have to learn a new phone number I repeat it again and again to myself.
- I communicate better by speaking than by writing.
- I enjoy talking on the phone.
- I learn best when I study with other people, and we discuss new ideas or concepts.

Source:

http://literacy.net/icans/chapter03/learnbest.html
Activity 8: Learning Strategies

✔ Objectives - By the end of the activity, participants will be able to:
  a. Link their learning style with strategies on how to learn new skills and information

⏰ Time Required: 40 minutes

🌟 Methodology: pair work, large group discussion

❖ Materials and Preparation: manila paper, markers, tape
  - Handout 1.6: Learning My Way

Steps:

1. Read the scenario below out loud and have learners think about the approach to learning they might take if they were the new construction worker.

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

   In a large group, ask them:
   - Given your learning style, what strategies will you use to learn all of these new things?

   *(15 min)*

2. Ask learners to go to Handout 1.6: Learning My Way in their Participant’s Handbook. Read it together and have them review and add strategies that they think were not on the list.

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

   *(10 min)*

3. Pair participants from different learning style groups and have them practice similar statements to those found at the end of Handout 1.6: Learning My Way so they begin to get comfortable with expressing how they learn.

   *(15 min)*

★ Trainer Tip ★

Change the scenario to best suit the background of the participants. Create a scenario that reflects the type of work they are likely to get involved in.
Handout 1.6: Learning My Way

Tips on how to improve your learning:

If you learn best by listening...

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

If you learn best by viewing...

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

If you learn best by doing...

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

If you learn best by writing...

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

If you learn best by reading...

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

If you learn best by speaking...

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

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

Doing: "I wonder if you could show me how this works?"

Listening: "Could you explain to me how this works?"

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

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

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

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

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

Resource:

http://literacynet.org/icans/chapter03/myway.html
Activity 9: Session 3 Review and Application – Learning New Skills

✔ Objectives - By the end of the activity, participants will be able to:
  a. Review the main topics presented during the session (learning style assessment, learning strategies)
  b. Apply the knowledge gained to particular situations or scenarios

⏰ Time Required: 1 hour and 10 mins

🧛‍♂️ Methodology: Game, roleplay, large group discussion

🖌️ Materials and Preparation: manila paper, markers, tape, crayons, square pieces of paper
- Review key concepts for each activity
- Cut-out scenarios to be given to each group
- Make 1 copy per participant of the End of Module Assessment

🔥 Steps:

1. Group the learners into three;

  ✔ Task 1 – Paramihan game: Divide the group into (3) small groups. In 1 minute, each group will list on a manila paper all the topics they have learned in Module 1. When time is up, review will follow. Each group will cross out every same common correct answer that they have with other groups. The group with the highest number of correct answers left in their manila paper after reviewing, is the winner.

    (5 mins)

  ✔ Task 2 – Role play: Use the same grouping as in Task 1. Each group is given an open ended scenario. Before acting it out, each group will discuss among themselves on how to end the story. The ending should lead to the achievement of a certain goal in the story. Use 2 or more of the 6 general styles of learning.

    (15 mins)

Scenario 1:

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

Scenario 2:

Marian is a very hands-on learner. She could quickly learn by observing and doing. As her supervisor is getting ready to leave, he quickly gives her instructions on how to use a new saw and asks her to cut some pieces of wood for the next day. Marian wants to show him that she knows how to use it but he is in a hurry to leave. What should Marian do?

Scenario 3:

To be a teacher is Bea Elaine Quicho’s biggest dream. With her parents’ seasonal income and Bea’s 5 younger siblings who are their priority, she accepted the fact she really cannot proceed to college. Upon knowing about MYDev’s free skills training, she immediately grabbed it and enrolled in the food processing course. She passed the NC2 assessment and got her certificate. After proving to herself she can do more, her biggest dream enkindles but she knows well it’s a long way before she could achieve it. What short term goals could Bea do to help her achieve her long term goal of becoming a teacher?

2. Debriefing questions;

✓ What process should you use to accomplish this long term goal?
✓ What steps were suggested for each character in the scenario to reach his/her goal?
✓ What lessons from the 3 scenarios can you use in your own life?
✓ How are values, skills, qualities and people’s support important in achieving one’s goal? Give some examples from your own experience.

(20 min)

3. End of Module Assessment:

Congratulate participants for finishing Module 1. Explain that they will now take a short assessment to see how much they learned. Clarify that this assessment is very important for the Facilitator and for themselves to see what knowledge and skills they know and what they still need to reinforce. The results will not affect your ability to continue in the program.

(30 min)

Since this is the first time that learners will be taking this assessment, explain the
structure of the Assessment: It has a total of 10 questions. Some questions are multiple choice and some questions are true or false. You should choose only ONE answer for each question.

Make sure learners are seated in a way that is conducive to testing and with enough space between learners.

Give each learner a copy of the End-of-Module Assessment and ask them to answer the questions.

Once participants have finished the post assessment, go over the answers with them if time permits.
End-of-Module Assessment
Module 1: Personal Development

Circle an answer for each statement.

<table>
<thead>
<tr>
<th>English</th>
<th>Tagalog</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifying one’s values, strengths, challenges, opportunities and</td>
<td>1. Ang pagkilala sa mga paniniwala, kakayahan, hamon, oportunidad, at</td>
</tr>
<tr>
<td>interests are part of personal development.</td>
<td>interes ay bahagi ng pansariling pag-unlad.</td>
</tr>
<tr>
<td>a. True</td>
<td>a. Tama</td>
</tr>
<tr>
<td>b. False</td>
<td>b. Mali</td>
</tr>
<tr>
<td>2. Your values are reflected in the following:</td>
<td>2. Nasasalamin ang mga paniniwala mo sa sumusunod:</td>
</tr>
<tr>
<td>a. Your interests</td>
<td>a. Mga hilig</td>
</tr>
<tr>
<td>b. How you spend your time</td>
<td>b. Mga pinagtutuunan ng panahon</td>
</tr>
<tr>
<td>c. Choices you make</td>
<td>c. Mga pasya</td>
</tr>
<tr>
<td>d. All of the above</td>
<td>d. Lahat ng nabanggit</td>
</tr>
<tr>
<td>3. Values and skills are the same thing.</td>
<td>3. Ang mga paniniwala at mga kakayahan ay pareho.</td>
</tr>
<tr>
<td>a. True</td>
<td>a. Tama</td>
</tr>
<tr>
<td>b. False</td>
<td>b. Mali</td>
</tr>
</tbody>
</table>
## Module 1: Personal Development

### Facilitator’s Manual

<table>
<thead>
<tr>
<th>4. An example of a clear personal development goal is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I want to find work</td>
</tr>
<tr>
<td>b. I want to work in my district</td>
</tr>
<tr>
<td>c. I want to work with people</td>
</tr>
<tr>
<td>d. I want to find a construction job in my district over the next three months</td>
</tr>
<tr>
<td>e. all of the above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Halimbawa ng isang malinaw na pansariling layunin ang:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Gusto kong makahanap ng trabaho</td>
</tr>
<tr>
<td>b. Gusto kong magtrabaho sa distrito ko</td>
</tr>
<tr>
<td>c. Gusto kong makipagtrabaho sa mga tao</td>
</tr>
<tr>
<td>d. Gusto kong makahanap ng trabaho sa construction sa distrito ko sa loob ng sunod na tatlong buwan</td>
</tr>
<tr>
<td>e. lahat ng nabanggit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. You have a long term goal of getting a certificate in plumbing in one year. With the certification you will get more work and receive a higher pay. Select examples of short term goals that may help you achieve your long term goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify a training program in my district that offers plumber’s certification</td>
</tr>
<tr>
<td>b. Talk with experienced plumbers in the area to find out what they did to become good plumbers.</td>
</tr>
<tr>
<td>c. Find an opportunity to apprentice with an experienced plumber by visiting youth employment agencies or asking plumbers directly.</td>
</tr>
<tr>
<td>d. All of the above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Umalam ng isang training program sa distrito ko na nagbibigay ng sertipiko sa pagtutubero</td>
</tr>
<tr>
<td>c. Humanap ng oportunidad na maturuan ng isang beteranong tubero sa pagpunta sa mga youth employment agency o sa direktang pagtatanong sa mga tubero.</td>
</tr>
<tr>
<td>d. Lahat ng nabanggit</td>
</tr>
</tbody>
</table>
6. Once you write a personal development plan, you should stick to it and not change it until you have reached your long-term goals.
   
   a. True  
   b. False  

7. Everyone has the same way of learning new skills.
   
   a. True  
   b. False

6. Matapos mong makasulat ng isang plano para sa personal na pag-unlad, kailangan mo itong tiyagain nang hindi ito binabago hanggang sa makamit mo ang mga matagalang mong layunin.
   
   a. Tama  
   b. Mali  

7. Pare-pareho lang ang paraan ng lahat ng tao sa pagkatuto ng mga bagong bagay.
   
   a. Tama  
   b. Mali
8. You are a very hands-on learner, learning best by observing and doing. As your supervisor is getting ready to leave, he quickly gives you instructions on how to use a new saw and asks you to cut some pieces of wood for the next day. You want him to show you how to use it but he seems like he is in a hurry to leave. What do you do?

a. Hope you will remember what he said to do to run the saw.

b. Thank him for the information and tell him you have understood.

c. Ask him if he has the time to show you before leaving or if there is someone else who can show you how to run the saw so you are sure you have understood.

d. Ask a co-worker to do the work for you while you continue with another task.

8. Nakapaka-hands-on mo sa pag-aaral, mas mabibilis kang natututo kapag nanonood o gumagawa. Nang pauwi na ang supervisor mo, mabilis ka niyang tinuruan kung paano gumamit ng isang bagong lagari at sinabihan kang magputol ng mga kahoy kinabukasan. Gusto mong ipakita niya sa iyo kung paano iyon gamitin, pero mukhang nagmamadali siya. Ano ang gagawin mo?

a. Manalig na maaalala mo ang sinabi niya kung paano gamitin ang lagari.

b. Pasalamatan siya sa impormasyon at sabihing naintindihan mo.

c. Tanungin siya kung may oras siyang ipakita sa iyo ang paggamit bago siya umalis o kung may ibang taong puwedeng magpakita sa iyo kung paano gamitin ang lagari, para makasigurado kang naintindihan mo.

d. Makisuyo sa isang katrabahong gawin para sa ito ang iniutos habang ipinagpapatuloy mo ang ibang gawain.
<table>
<thead>
<tr>
<th>9. The best way to learn something new is to:</th>
<th>9. Ang pinakamabuting paraan para matuto ng ibang bagay ay:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Read about it and memorize the information</td>
<td>a. Magbasang tungkol dito at sauluhin ang impormasyon</td>
</tr>
<tr>
<td>b. Follow the instructions of the instructor</td>
<td>b. Sundin ang itinuro ng guro</td>
</tr>
<tr>
<td>c. Talk about it and work together with others</td>
<td>c. Pag-usapan ito at makipagtulungan sa ibang tao</td>
</tr>
<tr>
<td>d. Practice it</td>
<td>d. Magsanay</td>
</tr>
<tr>
<td>e. Watch someone else doing it</td>
<td>e. Panoorin ang ibang taong gawin ito</td>
</tr>
<tr>
<td>f. All of the above</td>
<td>f. Lahat ng nabanggit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. If you do not like learning in a certain way (for example, through reading or writing), you should avoid it as much as you can.</th>
<th>10. Kung hindi mo tipong mag-aral sa isang paraan (halimbawa, sa pagbabasa o pagsusulat), kailangan mong iwasan iyon hangga’t maaari.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. True</td>
<td>a. Tama</td>
</tr>
<tr>
<td>b. False</td>
<td>b. Mali</td>
</tr>
</tbody>
</table>
End-of-Module Assessment Answers
Module 1: Personal Development

1. True
2. d
3. False
4. d
5. d
6. False
7. False
8. c
9. f
10. False