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INTRODUCTION

The **Parents' Orientation on Adolescent Sexual and Reproductive Health** is an abridged version of the 4 day Learning Package on Parents Education on Adolescent Health and Development (LPEAD) of the Philippine Commission on Population (PopCoM). This one day orientation endeavors to share basic concepts on Adolescent Sexual and Reproductive Health to parents of adolescents to help them be more equipped with the knowledge and skills in assisting and providing parental support to their adolescent children in their important stage of development. It is designed to develop parents' capacity, including the right attitude, to communicate with their adolescent children to help them cope and understand issues and concerns pertaining to adolescent health and development specifically on human sexuality related issues.

This facilitator's guide aims to update and guide current trainers on the content, process and design of the training sessions for their effective delivery during the orientation runs.

Using the Manual

Who Can Use This Manual

This manual is designed for use by health workers who have undergone and completed the training of trainers on Parents' Orientation on ASRH. Though it may not be necessary for the trainer to be an expert in all of the sessions, it is recommended that the trainer has done return demo during the training of trainers; otherwise, he/she shall deliver the sessions with co-facilitation from a trained facilitator.

Content

This guide presents the content, process, and design of selected sessions from PopCom's LPEAD and consistent to their overall training curriculum anchored on promoting Adolescent Health Youth and Development (AHYD) with some refinements in the conduct of selected Structured Learning Exercises (SLEs).

How to Use the Teaching Learning Process

The Teaching Learning Process (TLP) recommends an effective way of facilitating each of the session and ensures that when followed the trainer can easily conduct the sessions and deliver their contents within adult learning standards. The process recognizes that although the participants may not have undergone a formal training on ASRH prior to the Orientation, their experiences both as parents and as individuals who have gone through adolescence, have taught them a lot of principles that only need to be processed and synthesized for more concrete insights. It does not in any way limit the trainer from applying other learning methodologies and innovations as long as objectives of the sessions are met within the prescribed duration of each session. Each trainer is encouraged to utilize all relevant adult learning methods and to co-create customized training materials and learning interventions based from emerging needs of participants during the course of program implementation.

The TLP contains the basic information and content the participants need to learn, which the trainer is required to ensure and highlight. It includes relevant narratives the trainer needs to be familiar with prior to the training run. It is highly recommended that the trainer does not use cue cards or notes while

delivering the sessions but may translate the messages into a language and manner that is easily understood by the participants without sacrificing the key messages of the session.

Appendices

The following items are in the appendices:

- Training Materials Checklist
- Daily Evaluation Form
- Pre- /Post Test

TRAINING DESIGN

Rationale:

The World Health Organization (WHO) defines adolescent as the period “after childhood and before adulthood, from ages 10 to19.” Considering the different physiological, psychological, mental and emotional needs of adolescents, specialized health programs are needed to ensure the well-being of adolescents. This challenge is considered especially in ensuring that adolescents, especially adolescent girls who have had children of their own, have access to reproductive health services and family planning commodities, and are able to make the right decisions on their sexuality and reproductive health.

With this, the Foundation found interest in addressing adolescent reproductive health in their partner LGUS. Hence, coordination of Family Planning Initiatives of the Zuellig Family Foundation was started in 2016 after the different municipalities under the Municipal Leadership and Governance Program (MLGP) and Health Leadership Program (HLP) underwent Technical Workshops on Family Planning (FP) and Adolescent Sexual and Reproductive Health (ASRH) in response to the remaining challenges in their Local Health System Roadmaps. Also, this was a venue for the foundation to advocate for Family Planning and ASRH to our partner Local Government Units and support the local implementation and operationalization of the approved Responsible Parenthood and Reproductive Health Law.

When the Philippines has enacted Republic Act 10354 or the Responsible Parenthood and Reproductive Health Law (RP-RH Law), the law specifically includes (1) adolescent and youth reproductive health guidance and counselling at the point of care; and (2) age- and development-appropriate education and counselling on sexuality and reproductive health. However, for minors to access family planning services, the RP- RH Law Implementing Rules and Regulations (Section 4.07) states that “ public health facilities can dispense health products and perform procedures for family planning provided that any of the following conditions are met: a) The minor presents a written consent from a parent or guardian; or b) the minor has previous pregnancy or is already a parent “except in cases of abused or exploited minors.

The RPRH Law provided for the involvement of parents through formal school settings under the Department of Education’s (DepEd) Teacher-Child-Parent activities, and has directed the Commission of Population (POPCOM) to develop a 3-day training for parents who are part of the Conditional Cash Transfer Program (CTTP) of the Department of Social Welfare and Development (DSWD) to educate parents on adolescent reproductive health. For the Municipal Health Office to implement a similar parent education activity, ZFF integrated the salient points from PopCom’s module into a one day parents’ orientation on ASRH. This does not prevent the LGU from conducting the full 4 day LPEAD Module for



interested parents. The orientation targets not only parents from formal school setting and beneficiaries of CCTP but also includes parents of out-of-school youth and families who are not part of DSWD's target households. The activity aims to provide parents the appropriate mind-sets and attitude on adolescent sexual and reproductive health.

General Objective

To improve knowledge and attitude of parents on adolescent sexual and reproductive health as well as promote awareness on other adolescent development issues.

Specific Objectives

At the end of the Orientation, participants will be able to:

1. Discuss basic adolescent sexual and reproductive health issues and concerns
2. Accept the role of family especially parents, as the primary character builder of adolescents and source of information on adolescent health.
3. Identify gaps and challenges encountered by parents in terms of adolescent sexual and reproductive health of their adolescents and develop a simple plan to address those gaps

Participants

Parents and guardians of target adolescents in the municipality

Module Contents/Topics:

Opening Session: Expectation Check & Course Overview

Session 1: Teenage Pregnancy in the Municipality

Session 2: The Filipino Family

Session 3: The Journey of Adolescence

Session 4: Confronting Threats and Risks of Adolescents

Session 5: Protecting My Adolescent

Session 6: Communicating with Adolescents

Session 7: Synthesis and Closing

Methodology

1. Lecture-Discussion
2. Group Work
3. Structured Learning Experience (SLE)

Evaluation

Participants' learning will be evaluated through the use of emoticons for the activity evaluation and a post- test. Emoticons scale would be an honest and simple reflection of how participants felt about the orientation/workshop they attended. A visual scale like this would simplify the evaluation process for the participants. The post- test will consist of items that can be agreed or disagreed by the participants based



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on the discussed concepts. Copies of their simple plan would also be collected to see the intent to apply their new learning. A Lessons Learned Session (LLS) will also be conducted by the training team at the end of the activity.

Output

Simple plan of parents to communicate with their adolescents.

Schedule and General Flow of Sessions

Refer to the succeeding table:



	Welcome Remarks <i>8:30 am –9:00 am</i>	Expectation Check and Overview of the Orientation <i>9:00 am –9:30 am</i>	Session 1: Teenage Pregnancy Status in the Municipality <i>9:30 am -10:00am</i>	Session 2: The Filipino Family <i>10:00 am –11:00am</i>
RESOURCE PERSON				
LEARNING OBJECTIVES By the end of the session, the participants will be able to -	1. Welcome the participants to the activity	1. Verbalize and understand the expectations on the activity. 2. Discuss the objectives of the activity	1. Discuss the status of teenage pregnancy in Eastern Samar 2. Analyse some of the factors that might have contributed to the increased number of teenage pregnancies.	1. Develop common understanding of what family is and what makes a family. 2. Discuss brief profile of Filipino families 3. Discuss family values and personal beliefs regarding family well-being 4. Discuss challenges and threats facing families today and identify factors that brought about these challenges
LEARNING MATERIALS	1. Training program 2. List of participants	1. Powerpoint presentation 2. Activity kit 3. Meta cards and markers	1. Power point presentation 2. Hand-outs 3. SLE materials	1. PowerPoint presentation 2. Hand-outs 3. SLE materials
LECTURE INPUTS/REFLECT ON QUESTIONS	1. Warmly welcome participants especially the parents of adolescents 2. Establish a comfortable environment for the participants	1. What is the objective of the activity? 2. What can participants expect to achieve or learn at the end of activity?	1. What is the teenage pregnancy rate in eastern Samar? In the municipality of Salcedo? 2. What do you think are the factors that have contributed in the increasing number of pregnancy among teenagers?	1. What is a family and what makes a family? 2. What are the characteristics of Filipino families? 3. What specific family values and personal beliefs regarding family well-being. 4. What are the challenges and threats facing families today and factors that brought about these challenges?
PROCESS	Welcome the participants	1. Plenary discussion 2. Powerpoint presentation on Overview of Orientation	1. Lecture discussion 2. SLEs	1. Lecture discussion 2. SLEs
OUTPUTS	Rapport established among participants and training team	1. Rationale and background of orientation clearly defined	1. Knowledge on the current status of their province and municipality based	1. Knowledge on Filipino families and the threats and challenges facing families today based on written documentation



		2. Feedback from participants on their expectations	on written documentation 2. Outputs from SLE (if any)	2. Outputs from SLE (if any)
SKILLS FOCUS (DIALOGIC)	1. Active listening and participation 2. Personal reflection 3. Speaking honestly 4. Creating a safe and open environment			

	Session 3: The Journey of Adolescence <i>11:00 am – 12:00 pm</i>	Session 4: Confronting threats and Risks of Adolescents <i>1:00 pm – 2:00 pm</i>	Session 5: Protecting My Adolescent <i>2:00 pm – 2:45 pm</i>	Session 6: Communicating with Adolescents <i>2:45 pm – 3:30 pm</i>	Evaluation/ Synthesis and Closing <i>3:30 pm – 4:00m</i>
RESOURCE PERSON					
LEARNING OBJECTIVES By the end of the session, the participants will be able to -	1. Understand what adolescent are going through in the context of principles of human development 2. Reflect on the changes they are experiencing with their adolescent children. 3. Clarify and resolve worries, concerns, and fears related to changes during puberty and adolescents 4. Gain new insights on how can they become better parents to their adolescents.	1. Identify risks and threats confronting adolescents today 2. Explain why adolescents are particularly vulnerable to threats and risks 3. Demonstrate increased empathy and commitment towards the threats and risks and other difficulties facing the youth.	1. Recognize effective ways and measures to protect adolescents from threats and risks	1. Know how to communicate effectively with adolescents. 2. Appreciate the importance of communication on their relationships with their adolescents.	1. Synthesize new learning into action imperatives as parents and municipal leaders in response to the need of addressing teenage pregnancies and other issues and challenges of adolescents 2. Assess whether the objectives and expectations of the module were met
LEARNING MATERIALS	1. PowerPoint presentation 2. Hand-outs 3. SLE materials	1. Power point presentation 2. Hand-outs 3. SLE materials	1. Power point presentation 2. Hand-outs 3. SLE materials	1. Power point presentation 2. Hand-outs 3. SLE materials	1. Powerpoint presentation 2. Post activity evaluation sheet



LECTURE INPUTS/ REFLECTION QUESTIONS	<ol style="list-style-type: none"> Who are considered as adolescent? What changes are the going through (physically, emotionally, socially, etc.)? How can parents support their adolescents on their journey? 	<ol style="list-style-type: none"> What are the risks and threats confronting adolescents today? Why are adolescents vulnerable to such risks and threats? 	<ol style="list-style-type: none"> As parents, how can we help protect adolescents from threats and risks? 	<ol style="list-style-type: none"> How to communicate effectively with adolescents? How can effective communication foster better relationship with adolescents? 	<ol style="list-style-type: none"> What are the essential concepts in the orientation activity and how will the learnings be applied by the participants? As a parent and health workers, what are the things that I will start, stop and continue?
PROCESS	<ol style="list-style-type: none"> Lecture discussion SLEs 	<ol style="list-style-type: none"> Lecture discussion SLEs 	<ol style="list-style-type: none"> Lecture discussion SLEs 	<ol style="list-style-type: none"> Lecture discussion SLEs 	<ol style="list-style-type: none"> Synthesis lecture Post activity evaluation
OUTPUTS	<ol style="list-style-type: none"> Knowledge on adolescence based on written documentation SLE outputs 	<ol style="list-style-type: none"> Knowledge on the threats and risks that adolescents face based on written documentation SLE outputs 	<ol style="list-style-type: none"> Knowledge on how to protects adolescents from risks and threats based on written documentation SLE outputs 	<ol style="list-style-type: none"> Knowledge on how to effectively communicate with adolescents. SLE outputs 	Accomplished evaluation sheets
SKILLS FOCUS (DIALOGIC)	<ol style="list-style-type: none"> Active listening and participation Personal reflection Speaking honestly Creating a safe and open environment 				



OPENING SESSION

CHECK – IN, EXPECTATIONS CHECK AND OVERVIEW OF THE ACTIVITY



OVERVIEW

This session levels- off expectations of the participants and training team on the training activity as well as provide an overview of the day's activity.. A check-in activity is also conducted to facilitate a frame of mind of presence and safe space for both the participants and training team in the entire duration of the training as well as remind everyone of their commitment to the expressed intention/calling question of the program.



DURATION: 1 hour



LEARNING OBJECTIVES

At the end of the activity, the participants will be able to:

1. Level-off the expectations on participants, facilitators and the activity.
2. Explain the rationale and objectives of the activity



LEARNING PROCESS

- Lecturette
- Small Group sharing
- Participative Discussion



OUTPUT/S

- Participant's Expectations
- Burning Questions
- House Rules



MATERIALS & EQUIPMENT

- PowerPoint presentation
- Digital Lens Projector
- Whiteboard and Whiteboard pens
- Manila Paper and Meta cards
- Marker Pens
- Masking tape



SLIDE NUMBER	SLIDE CONTENT	TEACHING AND LEARNING PROCESS
1	 <div data-bbox="570 436 873 495" style="background-color: #0056b3; color: white; padding: 5px; display: inline-block;"> Parents' Orientation on ASRH </div>	Welcome Remarks
2	 <div data-bbox="570 804 873 894" style="background-color: #0056b3; color: white; padding: 5px; display: inline-block;"> Check – in, Expectations Check and Overview of the Activity </div>	<ol style="list-style-type: none"> 1. Greet the participants. 2. Ask them how they are doing to start engaging them. 3. Invite them to the session to begin. 4. Introduce self.
3	 <div data-bbox="513 1094 873 1140" style="background-color: #0056b3; color: white; padding: 5px; display: inline-block;"> Getting to Know </div> <ol style="list-style-type: none"> 1. <i>Name</i> 2. <i>Nickname / You want to be called as...</i> 3. <i>Designation</i> 4. <i>From which municipality and barangay</i> 5. <i>My favorite love team is...</i> 	<ol style="list-style-type: none"> 1. Do a quick introduction of the participants by answering the statements. The participant may include the name of his/ her barangay. Items may be changed by the facilitator for variety and/or appropriateness such as relationship to an adolescent instead of designation, favorite love song instead of love team, etc. 2. The facilitator will start the getting to know activity by answering the questions as an example and pass it on to the participants until everybody is done introducing themselves.

<p>4</p>	<div style="background-color: #0056b3; color: white; padding: 5px; display: flex; align-items: center;"> Expectation's Check </div> <div style="margin-top: 10px;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <p>Kinatutuwa</p> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <p>Kinababahala</p> </div> <div style="display: flex; align-items: center;"> <p>Katanungan</p> </div> </div>	<ol style="list-style-type: none"> 1. Ask the participants to write on metacards, Kinatutuwa (Yellow), Kinababahala (White), Katanungan (Red). <i>The color of metacards may vary depending on their availability. Be sensitive to those who may not know how to write but would like to contribute their ideas and assist them by writing what they want to share.</i> 2. Get the answered metacards, group and post them according to the color/category. 3. After posting, read all the answers. Do not repeat those with the same context or thought but acknowledge that those belong to the one that was already read. 4. If there are unclear answers, ask the participants what they mean. 5. Affirm the positive emotions and outlook as stated in “Kinatutuwa” 6. If there are questions that would not be answered by the Orientation, tell the participants that those would not be answered by the Orientation. You may give suggestions on where or from whom they could get the answers to those questions. 7. You may ask the group’s help in responding to answers on “Kinababahala”. Your aim is to ensure that the participant/s is/are attentive to the sessions and open for learning
<p>5</p>	<div style="background-color: #0056b3; color: white; padding: 5px; display: flex; align-items: center;"> Activity Objectives </div> <div style="margin-top: 10px;"> <p>By the end of the activity, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Discuss basic adolescent sexual and reproductive health issues and concerns 2. Accept the role of family especially parents, as the primary character builder of adolescents and source of information on adolescent health. 3. Identify gaps and challenges encountered by parents in terms of adolescent sexual and reproductive health of their adolescents and develop a simple plan to address those gaps </div>	<p>State the objectives of the activity. Relate these to your responses earlier to the answers from expectations’ check.</p>



<p>6</p>	 <table border="1" style="width: 100%; background-color: #0056b3; color: white;"> <thead> <tr> <th colspan="3">Schedule</th> </tr> </thead> <tbody> <tr> <th>Time</th> <th>Session</th> <th>Resource Person</th> </tr> <tr> <td>8:00 – 8:30</td> <td>Registration</td> <td>Secretariat</td> </tr> <tr> <td>8:30 – 9:00</td> <td>Welcome Remarks</td> <td></td> </tr> <tr> <td>9:00 – 9:30</td> <td>Expectations’ Check and Overview of Orientation</td> <td></td> </tr> <tr> <td>9:30 – 10:30</td> <td>Teenage Pregnancy Status in the Municipality</td> <td></td> </tr> <tr> <td>10:30 – 11:30</td> <td>The Filipino People</td> <td></td> </tr> <tr> <td>11:30 – 12:30</td> <td colspan="2" style="text-align: center;">LUNCH</td> </tr> </tbody> </table>	Schedule			Time	Session	Resource Person	8:00 – 8:30	Registration	Secretariat	8:30 – 9:00	Welcome Remarks		9:00 – 9:30	Expectations’ Check and Overview of Orientation		9:30 – 10:30	Teenage Pregnancy Status in the Municipality		10:30 – 11:30	The Filipino People		11:30 – 12:30	LUNCH		<p>Present the schedule for the day</p>
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<p>8</p>	 <div style="background-color: #0056b3; color: white; padding: 10px; text-align: center;"> <p>MARAMING SALAMAT PO. ☺</p> </div>	<p>ASK the participants if they have questions or clarifications from the session and answer them accordingly. Thank the participants for their participation and introduce the following session.</p>																								



MUNICIPAL HEALTH SITUATION: ADOLESCENT PREGNANCY



OVERVIEW

This session will be able to discuss the situation of adolescent pregnancy in the level of National, Regional, Provincial, Municipal and Barangay. This session will also discuss the determinants of adolescent pregnancy and its analysis in the overall situation.



DURATION: 1 hour



LEARNING OBJECTIVES

By the end of the session, the participants will be able:

1. Discuss the status of teenage pregnancy at the national and provincial level.
2. Identify the disparities in the teenage pregnancy status in the municipality and different barangays.
3. Appreciate the health and non- health related factors contributing to adolescent pregnancy.



LEARNING PROCESS

- Lecturette
- Participative Discussion



MATERIALS & EQUIPMENT

- PowerPoint presentation
- Digital Lens Projector



OUTPUT/S

- Participants' Insights



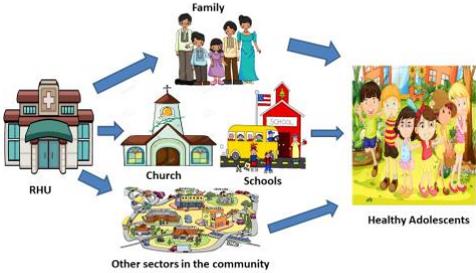
SLIDE NUMBER	SLIDE CONTENT	TEACHING AND LEARNING PROCESS
1	  <div data-bbox="570 449 873 615" style="background-color: #004a99; color: white; padding: 10px; text-align: center;"> Municipal Health Situation: Adolescent Pregnancy </div>	<p>Title Page</p> <p>Transition to the First Session. Say that now that we have levelled off our expectations from one another, we will begin our orientation by looking at our municipal health situation on one of the challenges among adolescents. This is adolescent pregnancy.</p>
2	  <div data-bbox="513 768 873 821" style="background-color: #004a99; color: white; padding: 5px;"> Session Objectives </div> <p>By the end of the session, the participants will be able:</p> <ol style="list-style-type: none"> 1. Discuss the status of teenage pregnancy at the national and provincial level. 2. Identify the disparities in the teenage pregnancy status in the municipality and different barangays. 3. Appreciate the health and non- health related factors contributing to adolescent pregnancy. 	<p>State the objectives. Ask them on what they think is the situation of adolescent pregnancy in the Philippines and / or in their municipality or their barangay. List their answers on the board and tell them to check if their answers are supported by the data that would be presented.</p>
3	  <div data-bbox="513 1182 873 1234" style="background-color: #004a99; color: white; padding: 5px;"> Philippines </div> <ul style="list-style-type: none"> • 210,000 babies are born every year to teenage mothers (YAFS 2013) • Significant increase in the prevalence of teenage childbearing, from 7 to 14% between 2002 and 2013 (YAFS 2013) • Young mothers gave birth to 818,000 babies in 2000 alone. <p><i>This means, almost 1 of every 10 babies is born to teenage mothers. (NSO)</i></p>	<ol style="list-style-type: none"> 1. Discuss the situation in the Philippines. 2. Go back to the list on the board and check those that are the same with the data presented. 3. Ask participants on their thoughts about the Philippine situation. (Are they OK/alright with this, why or why not?) 4. Group their answers into Ok and Not Ok 5. Ask the participants on what are their realizations on the list that they made. 6. Summarize by saying that we find a few positive points on adolescent pregnancy (if there are answers to Ok) but the reasons stated under



		Not Ok are true and that they outweigh the positive points listed.
4	  <div style="background-color: #0056b3; color: white; padding: 2px; display: inline-block;">Philippines</div> <p>What are socio-demographic characteristics of Filipino teen mothers?</p> <p>30% higher in rural than urban areas</p> <p>Four times higher among the poorest than the richest quintile</p> <p>Highest in girls with primary education only</p>	<ol style="list-style-type: none"> 1. Describe that these are the characteristics of Filipino adolescent mothers in the Philippines. 2. Go back to your earlier list and check if this is part of the list. 3. You can state that these are realities in their own municipalities based on the checked items in the list. If not in the list, validate these with the participants.
5	  <div style="background-color: #0056b3; color: white; padding: 2px; display: inline-block;">Eastern Visayas Region</div> <p><i>(Insert Regional Data trend in graph on Adolescent Birth Rate or Teenage Pregnancy)</i></p>	<p>Discuss the presentation of your region. As an alternative, you may call on the DOH Representative to discuss this and the National Data.</p> <p>Again, go back to your list on the board and check items supported by data.</p>
6	  <div style="background-color: #0056b3; color: white; padding: 2px; display: inline-block;">Eastern Samar Province</div> <p><i>(Insert Provincial Data trend in graph on Adolescent Birth Rate or Teenage Pregnancy)</i></p>	<p>Discuss the data presentation of Eastern Samar Province. Facilitator may state that the municipality is contributing to the provincial situation.</p>

<p>7</p>	<div style="text-align: center;"> <p>Adolescent Pregnancy among Municipalities</p> </div> <div style="text-align: center;"> <p>% of Teenage Pregnancy 2015-2016</p> </div>	<ol style="list-style-type: none"> 1. Explain the meaning of the graph. 2. Ask participants their observations of the graph. You may ask follow up questions like “what municipality has the highest percentage of teenage pregnancy?”, “what municipality has the lowest?” 3. Ask them how they feel about the data on adolescent pregnancies of their municipality and why. Acknowledge their feelings. 4. Point out that the presence of adolescent pregnancies is a health challenge that needs to be addressed by the government in partnership with the participants Note: Use actual provincial slide/data 																				
<p>8</p>	<div style="text-align: center;"> <p>HEALTH OUTCOMES AMONG ADOLESCENTS</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">HEALTH OUTCOMES</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Maternal Deaths</td> <td></td> <td style="color: red;">3</td> <td></td> <td>0</td> </tr> <tr> <td>Facility Based Delivery</td> <td></td> <td style="color: red;">10% (10/100)</td> <td></td> <td>100%</td> </tr> <tr> <td>Births attended by a Skilled Personnel</td> <td></td> <td style="color: red;">30% (30/100)</td> <td></td> <td>100%</td> </tr> </tbody> </table>	HEALTH OUTCOMES	2015	2016	2017	Target	Maternal Deaths		3		0	Facility Based Delivery		10% (10/100)		100%	Births attended by a Skilled Personnel		30% (30/100)		100%	<p>Explain that the most dreaded effect of adolescent pregnancy is maternal and /or infant death as shown in the table. This effect can be prevented if (1) there are no adolescent pregnancy, and (2) appropriate maternal services will be provided to the adolescent mother starting as early as the first 3 months of pregnancy until 6 weeks after giving birth. Note: Use actual provincial slide/data</p>
HEALTH OUTCOMES	2015	2016	2017	Target																		
Maternal Deaths		3		0																		
Facility Based Delivery		10% (10/100)		100%																		
Births attended by a Skilled Personnel		30% (30/100)		100%																		
<p>9</p>	<p style="font-size: small;">Del Carmen, Surigao del Norte HEALTH DATABOARD Month of: _____</p>	<p>Present the spot map on adolescent pregnancy. Ask who among the participants are living in the barangay with adolescent pregnancy. Ask how they feel on the barangay situation and ask the rationale for the feeling. Recognize their insights. Do not argue with them or blame them. Note: Use actual spot map of your municipality</p>																				



<p>10</p>	 <p>ADOLESCENT PREGNANCY</p> <p><i>(Based on the spot map, list the highest 3 and lowest 3 barangays with number of adolescent pregnancy)</i></p>	<p>Present the highest and lowest barangays. Ask participants on what factors influence the highest pregnancy in those barangays.</p> <p>Note: Use your actual municipal data in the slide</p>
<p>11</p>	 <p>FACTORS</p> <p><i>(What are the existing factors or determinants in the top 3 barangays with highest pregnancy? e.g. Presence of Schools – College and High school, etc. Kindly indicate all the facts.)</i></p>	<p>Validate and cite their answers while presenting the determinants based on your data / information. Always recognize their insights.</p> <p>Note: Use actual municipal data / information</p>
<p>12</p>	 <p>ANALYSIS</p> <p><i>(Analysis will be based on the available data and factors in the barangay.</i></p> <p><i>e.g. Barangay 1 is one of the most highest barangay with adolescent pregnancy because it has colleges with night shift classes.)</i></p>	<p>Present analysis of the available data. Ask if there are other factors that can be seen in their barangay to get the participant’s point of view/perspective.</p> <p>Note: Use actual data in the slide</p>
<p>13</p>	 	<p>The picture shows that the adolescent will become healthy if all of the sectors in the community particularly the family will provide appropriate services and support.</p>



<p>14</p>	  	<ol style="list-style-type: none">1. ASK the participants if they have questions or clarifications from the session and answer them accordingly.2. Thank the participants for their participation and introduce the next session.3. Say that based on Philippine culture and history, what we are or what we become is heavily influenced by our family. Let's take time to reflect on the Filipino Family with our next speaker.
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SESSION 2

THE FILIPINO FAMILY



OVERVIEW

This session will describe the changes that families have undergone through time. Also, it will discuss the types of families that have emerged through the different situations that have happened overtime.



DURATION: 1 hour



LEARNING OBJECTIVES

By the end of the session, the participants will be able:

1. Discuss the profile of Filipino Families
2. identify the different types of Filipino families and the factors that shape these families
3. Recognize the advantages and disadvantage of each family type in relation to their adolescents



LEARNING PROCESS

- Lecturette
- Small Group sharing
- Participative Discussion
- Structured Learning Exercises



OUTPUT/S

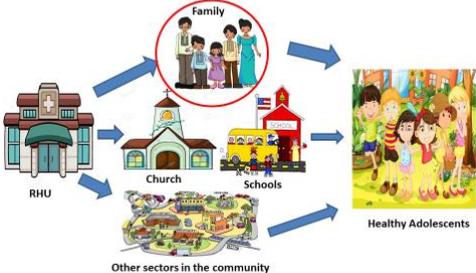
- Characteristics of families through time
- Participants' Insights



MATERIALS & EQUIPMENT

- PowerPoint presentation
- Digital Lens Projector
- Whiteboard and Whiteboard pens
- Manila Paper and Meta cards
- Marker Pens
- Masking Tapes



SLIDE NUMBER	SLIDE CONTENT	TEACHING AND LEARNING PROCESS
15	  	Title Page
16	   <p>By the end of the session, the participants will be able:</p> <ol style="list-style-type: none"> 1. Discuss the profile of Filipino Families 2. Identify the different types of Filipino families and the factors that shape these families 3. Recognize the advantages and disadvantage of each family type in relation to their adolescents 	Articulate the Session objectives. Facilitator may opt not to show the objective but explain clearly at the start of the session.
17	   	Tell that based from the previous session on municipal health situation, you have seen the current status of the municipality in adolescent health. This next session will highlight the relevance of the family in curbing or shaping the adolescent. Also, say that the family is the basic foundation where the child starts to develop into an adolescent.
18	    <ol style="list-style-type: none"> 1. Describe the Filipino Family during your time (60's -70's, 80's, 90's and 2000s) 2. Write our perception/view of the Family based on the following: (10-15 minutes) <ul style="list-style-type: none"> ▪ Role ▪ Relationship ▪ Lifestyle ▪ Leisure/recreation 3. Present in the Plenary 	Introduce the activity by saying” Through the years, we have seen a lot of changes in our society. As society changes, our families change too. In this activity, we will recall the many changes that Filipino families have undergone. Give the instructions. <ol style="list-style-type: none"> 1. Divide the participants into small group of at least 4 at most 8 members each group, according to age group (e.g. Group 1- ages 41 and up; Group 2-



		<p>ages 30 to 40, Group 3-ages 20- to 29). Ask them to name their group (10-15 minutes). Facilitator gives examples for each category.</p> <ol style="list-style-type: none"> Each group will describe the Filipino family during their time (2000s, 90s, 80s, 60s-70s) Write their perception of the family based on roles, relationship, lifestyle and leisure/recreation in the metacard. Post answers in Manila paper
<p>19</p>	<div data-bbox="407 632 500 674" data-label="Image"></div> <div data-bbox="513 632 873 674" data-label="Section-Header"><p>Processing</p></div> <ul style="list-style-type: none"> How do you feel about the activity? Why? What were the similarities and difference in the role, relationship, lifestyle and recreation over time? What were your realizations during the activity? 	<p>Facilitator processes the output of the workshop where answers can be regrouped based on the common understanding of the participants. Further, answers can be clarified with participants through specific examples. Emphasize how families have changed overtime in the various key areas of family life</p> <p>Processing Question: How do you feel about the activity? Why? -participants may answer differently (sad, happy, worry) then ask the rationale for the feeling What were the similarities and difference in the role, relationship, lifestyle and recreation over time? What were your realizations during the activity?</p> <p>Publish and clarify answers to each question. Ask participants what they have noticed about the structure of the family over time and ask what do they think are the reasons for the changes? Then proceed to the next slide by saying” let’s see if answers match what has been identified as reasons for the changes in roles, relationships, lifestyle and recreation overtime”</p>

<p>20</p>	<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 5px;">The Filipino Family</div> </div> <p>Families have changed due to:</p> <ul style="list-style-type: none"> ▪ Rapid urbanization ▪ Geographic mobility ▪ Globalization ▪ Increasing number of women employed locally or overseas <p>As society changes, so does the structure of the family</p>	<p>Tell that Families are not what they used to be. Then describe the reasons for the changes in the family</p> <p>Families have changed due to: (Ask examples and clarifications)</p> <p>Rapid urbanization Geographic mobility Globalization Increasing number of women employed locally or overseas</p> <p>3. Emphasize that as society changes, so does the structure of the family. Ask participants for examples.</p>
<p>21</p>	<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 5px;">The Filipino Family</div> </div> <p>Changes in social, political, economic and cultural conditions have also led to changes in the lifestyle, needs, roles and relationships of Filipino families</p> <p>For some families, economic hardships led to deterioration in emotional well-being and health of family members</p>	<p>Explain that changes in social, political, economic and cultural conditions have also led to changes in the lifestyle, needs, roles and relationships of Filipino families.</p> <p>Ask specific examples from the posted group outputs.</p> <p>Also, say that there has been a noticeable increase in the disintegration and break-up of families in the Philippines. Ask if this is also true in their areas.</p>
<p>22</p>	<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 5px;">Buzz Session</div> </div> <p>What do you think are the different types /forms of families that we have now?</p>	<p>Buzz session, group the participants into 3 members each and discuss the question “what do you think are the different types /forms of families that we have now? (3 minutes)</p> <p>Let participants write answers in metacard and share to plenary the identified types of families and publish. Then relate answers to the next slide.</p>



<p>23</p>	  <p>Filipino Families of Today</p>  <ul style="list-style-type: none"> • Families with working mothers • Families with stay home dad • Single parent/ solo household • Families with parents apart • Blended families 	<p>Ask participants who are the basic members of the family? Validate their answers by saying that it is composed of Father, Mother and Child. Then tell that based on the changes of the family structure over time, these are now the new structures of the family. And relate these to the answers of the participants</p> <ul style="list-style-type: none"> • Families with working mothers • Families with stay home dad • Single parent/ solo household • Families with parents apart • Blended families-a family composed of a couple and their children from previous marriages. <p>Ask, “what do you think are the advantages and disadvantages of a family with a working mother?” At present most Filipino homes have working mothers. With high cost of living and changing lifestyles the average income is not enough to support the family</p>
<p>24</p>	  <p>Filipino Families of Today</p> <ul style="list-style-type: none"> • Balancing the pressure of work and family life is difficult when maintaining a standard of living • Couples starve for time with additional work efforts and sometimes create stress for the family and problems in providing <i>sufficient care</i> and <i>supervision of children</i> 	<p>Ask if there are working mothers in a group and let them share their experience/insight/learning in balancing the demand of work and family life</p> <p>Emphasize that balancing the pressure of work and family life is difficult when maintaining a standard of living</p> <p>Couples starve for time with additional work efforts and sometimes create stress for the family and problems in providing sufficient care and supervision of their children</p>



<p>25</p>	<div style="background-color: #0056b3; color: white; padding: 5px; display: flex; align-items: center;"> Filipino Families of Today </div> <ul style="list-style-type: none"> Latchkey Families are those whose parents are unavailable to take care of children and 'latchkey' refers to children that have their own keys to allow access to the family home It is important that parents maybe not around, there is someone who can provide psychological support and supervision 	<p>Say that there is also another type of family that has emerged due to the need for parents to work. Mention about latchkey families.</p> <p>Latchkey Families are those whose parents are unavailable to take care of children and 'latchkey' refers to children that have their own keys to allow access to the family home. Examples of latchkey families are families where both parents are working and unable to supervise their children before and after school and even on school holidays.</p> <p>It is important to note that parents may not be around but there is always someone who can provide psychological support and supervision. Sometimes elder relatives, brother/sister or family friend assume the role of parents. Leaving children on their own poses both psychological and physical dangers.</p>
<p>26</p>	<div style="background-color: #0056b3; color: white; padding: 5px; display: flex; align-items: center;"> Filipino Families of Today </div> <ul style="list-style-type: none"> Latchkey syndrome is disadvantageous when left alone. Studies show that these children are more likely to experiment with sex, drugs and alcohol specially after school hours <div style="display: flex; align-items: center; margin-top: 10px;"> <div> <p>Latchkey children may suffer from:</p> <ul style="list-style-type: none"> Fear Boredom Loneliness Vulnerability to academic problems </div> </div>	<p>Before showing the slide, ask participants on what happens to children or adolescents that come from a latchkey family. Publish their answers on the board.</p> <p>Tell that there is what you call a Latchkey syndrome and show the slide. Explain that Latchkey syndrome is disadvantageous when left alone and relate your explanation to the participants' answers . Studies show that these children are more likely to experiment with sex, drugs and alcohol specially after school hours Say that Latchkey children may suffer from:</p> <p>Fear Boredom Loneliness Vulnerability to academic problems</p> <p>For those item/s not identified by the participants in the list, ask them if this/these true?</p>



<p>27</p>	  <p>Filipino Families of Today</p> <ul style="list-style-type: none"> The attitude of parents towards any of these family situations is a key factor in shaping the child's expectations and experience.  <p><i>What is important is to keep the communication lines open</i></p>	<p>Tell participants that because family structures have changed, it is important that the attitude of parents towards any of these family situations is a key factor in shaping the child's expectations and experiences.</p> <p>What is important is to keep the communication lines open</p> <p>Transition to the last slide by saying that knowing the Filipino family is important because:</p>
<p>28</p>	  <p>Key Message</p> <ul style="list-style-type: none"> Family structures and functions change with social change Parents' attitude towards the new family structures is critical in shaping the child's experience and expectation as he/she becomes an adolescent Be open to communication 	<p>Highlight the key messages.</p> <p>Family structures and functions change with social change</p> <p>Parents' attitude towards the new family structures is critical in shaping the child's experience and expectation as he/she becomes an adolescent</p> <p>Be open to communication</p> <p>Close the session by saying that the Filipino family play a critical role in contributing to the experiences and the journey they will be undergoing. Then say that the next session will explain further the journey of an adolescent.</p>
<p>29</p>	  <p>Maraming Salamat Po ☺</p>	<p>To transition to the next session. Say that the basic foundation of a child's experience as he/ she becomes an adolescent is the family. The family experience then contributes how the adolescent thinks and behaves during this phase which can be described in different ways. The next session will now describe the journey of adolescents as they undergo this phase of life</p>



SESSION 3

THE JOURNEY OF ADOLESCENCE



OVERVIEW

This session serves to educate the parents about their adolescents. This session will also help them realize that what the parents went through during their adolescents might be the same or different in their adolescents nowadays.



DURATION: 1 hour



LEARNING OBJECTIVES

By the end of the session, the participants will be able:

1. Discuss what the adolescents are going through in the context of the principles of human development
2. Reflect on the key events/changes they are experiencing with their adolescent children and identify ways to positively handle and cope with the challenges of adolescence
3. Clarify and resolve worries, concerns, and fears related to changes during puberty and adolescence
4. Appreciate how the four (4) core challenges of adolescence impact on their relationship with their adolescent children; and
5. Gain new insights on how they can become better parents to their adolescents



LEARNING PROCESS

- Lecturette
- Small Group sharing
- Participative Discussion



OUTPUT/S

- Group outputs describing their adolescence journey
- Participants' Insights



MATERIALS & EQUIPMENT

- PowerPoint presentation
- Digital Lens Projector
- Whiteboard and Whiteboard pens
- Manila Paper and Meta cards
- Marker Pens
- Photos
- Masking tape



REFERENCE/S

1. Fenton, Amanda.(January 1, 2017).The Circle Way:Questions for Check-ins.Retrieved September 8, 2017, from full <http://www.thecircleway.net/articles/2016/12/27/questions-for-check-ins>. REFERENCE/S



SLIDE NUMBER	SLIDE CONTENT	TEACHING AND LEARNING PROCESS
1	  	Title Slide
2	   <p>By the end of the session, the participants will be able:</p> <ol style="list-style-type: none">1. Discuss what the adolescents are going through in the context of the principles of human development2. Reflect on the key events/changes they are experiencing with their adolescent children and identify ways to positively handle and cope with the challenges of adolescence3. Clarify and resolve worries, concerns, and fears related to changes during puberty and adolescence4. Appreciate how the four (4) core challenges of adolescence impact on their relationship with their adolescent children; and5. Gain new insights on how they can become better parents to their adolescents	Articulate the Session Objectives
3	   	<p>SAY: Just like your adolescent children, all of you have undergone the period of adolescence. Looking back when you were younger and adolescent, how did you generally feel during this time?</p> <p>Note the participant's responses.</p>

4



FLASHBACK

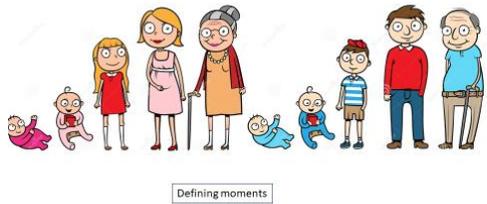
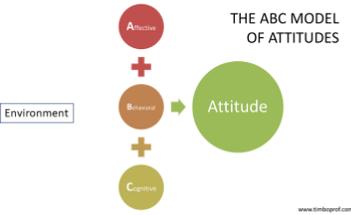


1. PREPARE the following drawings/pictures with the respective labels **before this session**.
2. POST each drawing strategically in the 4 corners of the room
3. INTRODUCE the activity by saying “A lot of metaphors/imageries have been used to try to capture the essence of adolescence. One of these is that adolescence is like taking a journey. As you look in the picture, notice the four (4) illustrations or labels which correspond to the four (4) ways which is often used to describe this journey. Today, let us look back and try to capture for ourselves what the period of adolescence feels like to each one of us.
4. GIVE the following instructions:
 - Just like your adolescent children, all of you have undergone the period of adolescence. Looking back when you were younger and adolescent, how did you generally feel during this time? Which of these four (4) illustrations best capture your experiences as an adolescent?
 - Based on what you think best illustrates your adolescence journey, go and stand in the corner which you think best describes what you are experiencing or have experienced.
 - Share your experience and how you felt as an adolescent to the group.
5. CLOSELY OBSERVE participants and TAKE NOTE of those who seem to have difficulty choosing their spot
6. ASK the group to report/share their discussions and publish their answers
7. SYTHESIZE the discussion

<p>5</p>	<div style="text-align: center;"> FLASHBACK </div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%; padding: 2px;">Walking on a Hanging Bamboo Bridge</td> <td style="width: 50%; padding: 2px;">Going through a Long, Dark Tunnel</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Walking on a Hanging Bamboo Bridge	Going through a Long, Dark Tunnel			<p>Continuation of slide 4</p> <ol style="list-style-type: none"> 1. SYTHESIZE the discussion. You may EMPHASIZE that the journey of each adolescent differed from one individual to another based on the inputs received by the adolescent and his/her responses to those inputs (family values, information, culture, challenges or difficulties, etc) or proceed to the processing questions in the next slide
Walking on a Hanging Bamboo Bridge	Going through a Long, Dark Tunnel					
						
<p>6</p>	<div style="text-align: center;"> FLASHBACK: Processing </div> <ul style="list-style-type: none"> • What did you observe during the activity? • How did you feel about it? • What did you learn from it? 	<ol style="list-style-type: none"> 1. PROCESS the activity by asking the following questions. <ul style="list-style-type: none"> • What did you observe during the activity? – try to get similarities/ patterns from the answers posted or from additional answers during the discussion • What did you feel about the activity - try to get various feelings felt by the participants such as Happiness in looking back at his/her successful journey; Anxiety when one saw the bad experiences and link these feelings and observations to the next question • What did you learn from it? – List down lessons learned by the participants – such as – seeing the importance of right information to the parents to be able to deal with his/her adolescent appropriately, one’s journey is greatly affected by the kind of support one gets from his/her family 2. LINK the discussion to the next slide by saying that the adolescent journey is part of human development. It is important to guide them as they go through their journey as seen in the answers during the SLE. However, as part of human development, we as 				

		<p>parents are also taking a journey as parents and as parents of adolescents.</p>
<p>7</p>	<p>Buzz Session</p> <p>How did you learn to become a parent?</p>	<p>Ask the participants to share how they arrived at a decision to have child/children and how did they learn to become a parent. You may list down their answers on the board or Manila paper.</p>
<p>8</p>	<p>PARENTING</p> <p>✓ Becoming a parent is one of life's most important opportunities.</p>	<ol style="list-style-type: none"> 1. ASK the participants if they agree with the statement and share their experience to support their answer/s. 2. DISCUSS: <ul style="list-style-type: none"> • It also poses a difficult but rewarding challenge • It does not come with an instruction manual or guidebook • It demands from you the ability to meet demands of building a happy and healthy family, and raising children who are happy, caring, competent and confident.
<p>9</p>	<p>PARENTING</p> <p>✓ Becoming a parent is one of life's most important opportunities</p> <p>✓ Parenting is a life time profession</p>	<ol style="list-style-type: none"> 1. ASK the participants if they agree with the statement/s and let them share their experience/s to support their answer/s. 2. In addition to the statements, DISCUSS: <ul style="list-style-type: none"> • It also poses a difficult but rewarding challenge • It does not come with an instruction manual or guidebook • It demands from you the ability to meet demands of building a happy and healthy family, and raising children

		<p>who are happy, caring, competent and confident.</p>
<p>10</p>	<div style="border: 1px solid black; padding: 5px;">  <ul style="list-style-type: none"> ✓ Becoming a parent is one of life's most important opportunities ✓ Parenting is a life time profession ✓ Parenting can be the most rewarding of adult life <div style="text-align: right; margin-top: 10px;">  </div> </div>	<p>ELABORATE and CITE EXAMPLES on the following statements or ASK participants to share their examples on these :</p> <ol style="list-style-type: none"> 1. Nothing brings more joy and pride than a happy, productive, self-confident and loving adolescent. 2. Sometimes, as adolescents move toward independence they can cause your stress and grief to the point where you worry a lot about how your son or daughter is doing. 3. Many of the challenging aspects of transitions are normal and while stressful, should not unduly alarm parents. Parents need to support their adolescents as they go through those transitions.
<p>11</p>	<div style="border: 1px solid black; padding: 5px;">  <ul style="list-style-type: none"> ✓ Becoming a parent is one of life's most important opportunities ✓ Parenting is a life time profession ✓ Parenting can be the most rewarding of adult life ✓ Adolescence is a crucial part of human development <div style="text-align: right; margin-top: 10px;">  </div> </div>	<p>ELABORATE and CITE EXAMPLES on the following statements (continuation):</p> <p>Say that adolescence is a normal part of human development. This stage prepares the individual for the succeeding phases of life.</p> <p>Sometimes, as adolescents move toward independence they can cause your stress and grief to the point where you worry a lot about how your son or daughter is doing.</p> <p>Sometimes, as adolescents move toward independence they can cause your stress and grief to the point where you worry a lot about how your son or daughter is doing.</p>

<p>12</p>	 <p>6 PRINCIPLES OF HUMAN DEVELOPMENT</p> <ol style="list-style-type: none"> 1. Human development is a life-long process 2. We are active in our own development 3. Development is change. Adolescence is a time of change 4. Development is multi-directional 5. Development involves transition 6. Each stage of development has specific challenges, goals and tasks 	<p>Introduction to Human Development. Tell that there are 6 principles of human development.</p> <p>Enumerate and tell that each principle will be described in the subsequent slides</p>
<p>13</p>	 <p>6 PRINCIPLES OF HUMAN DEVELOPMENT</p> <p>PRINCIPLE ONE: Human development is a life-long process</p> 	<p>Say that the 1st principle is “Human development is a lifelong process.” Ask participants to explain the principle or how they understood it.</p> <p>Participants may say that this may refer to wheel of life or stages of growth from infancy to old age.</p>
<p>14</p>	 <p>6 PRINCIPLES OF HUMAN DEVELOPMENT</p> <p>PRINCIPLE TWO: We are active in our own development</p> 	<ol style="list-style-type: none"> 1. ASK the participants for examples/experiences which they think demonstrate this principle. 2. Discuss and elaborate the following: <ul style="list-style-type: none"> • We never stop growing. Even you as parents and other elders are still growing • What and who you are today is a result of all your experiences from the time you were conceived • Experiences in your life which shaped your growth and had a significant impact on you, are the defining moments of your life. • To better understand and relate with your adolescents, you need to be aware of what they consider as the defining moments of their life. Knowing these will give you insights on what they value and cherish most.

<p>15</p>	<p>Buzz Session</p> <p>What changes do you observe among your adolescent children?</p>	<p>In discussing principles 3, 4 and 5. ASK the participants to first explain and elaborate on the principles. ASK them to recall and share with the group changes which they observe among their adolescent children.</p> <p>POSE some key questions related to menstruation and “wet dreams”</p>
<p>16</p>	<p>6 PRINCIPLES OF HUMAN DEVELOPMENT</p> <p>PRINCIPLE THREE: Development is change. Adolescence is a time of change</p>	<p>1. Discuss and elaborate the following:</p> <ul style="list-style-type: none"> • Adolescents are individuals ages, 10-19. Youth refers to those in the 15-24 age group. • Among boys and girls, the reproductive organs, or the parts of their body that make it possible to have children, start to work. • The years between late childhood and early adolescence are the most rapid and dramatic periods of physical change in the human life cycle. • For girls, the physical changes usually happen in the order: <ol style="list-style-type: none"> 1) Breasts grow 2) Pubic hair develops 3) Vaginal discharge appears 4) Underarm hair grows • For boys, the physical changes they experience during puberty include the: <ol style="list-style-type: none"> 1) Testes and scrotal sac grow 2) Pubic hair begins to appear 3) Penis grows longer and testes continue to get bigger 4) Voice changes and begins to deepen



		<ul style="list-style-type: none">5) Facial hair grows6) Breast may become tender and larger• There are also some changes which happen to both boys and girls:<ul style="list-style-type: none">1) Increased activity of sweat glands2) Increased production of oil glands3) Loss of “baby fat”4) Muscle development• These changes can be troublesome, unsettling and/or confusing but they cannot be avoided.• Your own understanding and feeling towards these changes will have an important impact on your adolescent’s attitude towards these changes and their ability to cope with them.• How you perceive these changes will have an important impact on your attitude towards yourself, your outlook towards the future and other continuing changes.• The most important things that your adolescent should remember during this stage are: <i>“The adolescent should feel good about him/herself! This is part of their journey, their healthy transformation into adulthood.”</i> <p>2. ENCOURAGE the participants to share their experiences on the changes they have noted when their children reached adolescence. MAKE them recall details, such as at what age these changes occurred, the intensity of the changes and how their children reacted to these.</p> <p>3. SUMMARIZE by pointing out the differences in their own experiences.</p>
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17



6 PRINCIPLES OF HUMAN DEVELOPMENT

PRINCIPLE FOUR:

Development is multi-directional



1. Discuss and elaborate the following:

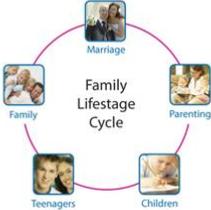
- The pattern of change varies from one person to another
- The pace of development may vary from one aspect of development to another
- As parents, you should know that while puberty happens to everybody, it does not happen to everyone at the same time. It can begin as early as 8-9 years old or as late as 15.
- There is no set timetable for change. As people mature, there is even greater variance in their development.
 - The age at which puberty begins is influenced by: **the age one's parents reached this stage themselves; nutrition; percentage of body fat and a host of other factors.**
 - The changes may not occur at the same time for adolescents of the same age. Some develop faster than others.
 - Girls usually start their "growth spurt" when they are around 10 years old or sometimes, as early as 9.
 - Boys continue to grow 3 to 4 years after most girls have finished growing. Boys often do not finish growing until age 20 or 21.
 - Developing earlier or later than others does not mean there is something wrong. It simply means their



		<p>body is growing at its own special rate. <i>Example: Babies begin to walk and talk at different ages. The same holds true with adolescents. They mature physically and emotionally at different stages.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> As parents, you should avoid comparing your children with their siblings or other children. <input type="checkbox"/> You must show them that you value their individuality, and accept them as they are.
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<p>18</p>	<div data-bbox="406 987 495 1029" data-label="Image"></div> <div data-bbox="446 987 495 1029" data-label="Image"></div> <div data-bbox="511 987 868 1029" data-label="Section-Header"><p>6 PRINCIPLES OF HUMAN DEVELOPMENT</p></div> <p>PRINCIPLE FIVE: Development involves transition</p> <div data-bbox="454 1113 747 1344" data-label="Diagram"> <p>The diagram is a circular 'LIFE RAINBOW' with age markers from 0 to 80. It is divided into stages: Birth, Childhood, Adolescence, Young Adulthood, Middle Adulthood, and Old Age. A central 'Lifestyle History' circle is surrounded by concentric rings labeled 'GROWTH', 'LEARNING', 'SECURITY', and 'GIVING'. Below the rainbow are four categories of determinants: Environmental (labour market, employment practices), Personal (psychological, biological), Situation (historical, socioeconomic), and a central 'Lifestyle History' circle.</p> </div>	<ol style="list-style-type: none"> 1. CONCRETIZE Key Learning points by asking participants to share examples of endings and beginnings which they observed in their teens and/or experienced during their adolescence. 2. Discuss and elaborate the following: <ul style="list-style-type: none"> • Adolescence is a period of transition. It is a journey from childhood to adulthood. It is marked with endings and beginnings. <i>Example: As adolescent grow older, they give up their dolls, toys, and begin to have interest in pocket books, computers, and members of the opposite sex, among others.</i> • During transition, it is normal to experience feelings of excitement confusion, uncertainty, fear and even isolation. • It is a beginning because adolescents are learning new being and behaving.
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		<ul style="list-style-type: none"> • It is also a period of awakening. It is discovering ways of images of oneself, new abilities, new relationships, new perspectives, new experiences, and new insights. • Adolescents develop new skills to help them effectively face the challenges. • It is an ending because it is a time of letting go. <ul style="list-style-type: none"> - It is unlearning what is no longer appropriate, acceptable or useful. <p>3. LEAD participants to a discussion of the differences in needs and priorities as children grow up (e.g. from babies, to toddlers, to pre-school, school-age and then teens.)</p>
<p>19</p>	<p>  6 PRINCIPLES OF HUMAN DEVELOPMENT</p> <p>PRINCIPLE SIX: Each stage of development has specific challenges, goals and tasks</p> 	<p>1. Discuss and elaborate the following:</p> <ul style="list-style-type: none"> • These challenges, goals and tasks are called developmental tasks. They are like building blocks. They are tasks that should be realized within a certain period otherwise they become your fixations. • They serve as the foundation for your adolescents' successful transition to adulthood, independence and maturity. <ul style="list-style-type: none"> - For infants, it is to eat, sleep and explore their world. For adolescents, it is to become their own person. • Successfully meeting these challenges lead to a more satisfying life and paves the way for happiness. <p>2. POST Visuals or write them down as 4 I's on the board. ENCOURGE participants to identify what these 4 I's</p>



		<p>are. Provide clues/tips to help them zero in on the right I's:</p> <ul style="list-style-type: none"> I – identity I – ndependence I – ntimacy I - ndividuality
20	  <div style="background-color: #0056b3; color: white; padding: 2px; text-align: center; font-weight: bold;">IDENTITY</div> <p>IDENTITY is a set of attitudes and beliefs about who we are. It underlies and impacts on our relationship and interaction with others.</p> <p>Adolescents want to BECOME...</p> <ul style="list-style-type: none"> • Brand sensitive or fad and fashion conscious • Exploration, experimentation, trying in different roles and identities • Constantly changing interests, preferences, plans, friends • Obsession about appearances • Make believe, daydreaming, fantasizing, imagining • Engaging in idealistic, cause oriented activities 	<p>Part of PRINCIPLE 6. Discuss the 4 I's and ask for examples of such from the participants.</p> <p>Identity oftentimes adolescents struggle with their identity that is why they follow or try different things. At the end of the phase, their identity should be clear to them</p>
21	  <div style="background-color: #0056b3; color: white; padding: 2px; text-align: center; font-weight: bold;">INDEPENDENCE</div> <p>INDEPENDENCE is a period where adolescents want to be able to make their own decisions, choose their own friends, plan their own activities, think their own thoughts and dream their own dreams.</p> <p>Adolescent want to be FREE...</p> <ul style="list-style-type: none"> • Focus shifts from family to friends • Requires physical, psychological space and privacy • Expresses one's opinions and differing ideas • Expect to be consulted 	<p>Part of PRINCIPLE 6.</p> <p>Independence – ask the participants how their children show their independence and relate their answers with FREE</p>
22	  <div style="background-color: #0056b3; color: white; padding: 2px; text-align: center; font-weight: bold;">INTIMACY</div> <p>INTIMACY is a period where adolescents begin to develop intimacy with others, having special friend or being "on" with someone</p> <p>Having special friend or being "on" with someone, makes them feel IN...</p> <ul style="list-style-type: none"> • Intense feelings • Nurture special relationship 	<p>Part of PRINCIPLE 6.</p> <p>Ask participants what is the best way to guide their adolescents in recognizing and managing the intense feeling and in making a right decision in choosing that someone</p>

<p>23</p>	 <p style="text-align: center;">INDIVIDUALITY</p> <p>INDIVIDUALITY is a period where adolescents move through middle and late adolescence, susceptibility to peer pressure declines.</p> <p>Adolescents begin to have LIFE...</p> <p>Looking for uniqueness Interests are based on personal choices Feels confident enough to compromise and/or give in Expectations are more realistic and reasonable</p>	<p>Part of PRINCIPLE 6. Read the explanations in the slide</p>
<p>24</p>	 <p style="text-align: center;">BECOME FREE IN LIFE</p> <p>It will prepare them for their transition to eventually...</p>	<p>The experiences during this period in life can be the adolescents' stepping stones towards shaping their future and becoming the very best that they can be.</p>
<p>25</p>	 <p style="text-align: center;">YELLOW, RED and GREEN: STOP, START and GO</p> <p>From now on:</p> 	<ol style="list-style-type: none"> 1. INTRODUCE the activity by saying : <i>“Life is a journey. Going through life effectively is knowing how to read the streetlights. There are yellow lights for look/reflect, green lights for go and red lights for stop. Based on our discussion today, I would like you to identify what you think are your yellow lights, green lights, and red lights as you journey with your adolescents.”</i> 2. Give about 5 mins for individual reflection. DIVIDE participants into small groups of no more than 5 members each. ASK them to share their reflections to the group. 3. GIVE them no more than 20 minutes for their discussions. <p>When they are in the last round of their discussions, TELL them: <i>“Now that you have identified your yellows, greens and reds, I would like you to choose three Yellows, three Reds and three Greens which you think will serve as helpful reminders for parents of adolescents going</i></p>



		<p>through puberty. MAKE a poster or a collage highlighting these reminders.”</p> <ol style="list-style-type: none"> 1. When all groups have finished their outputs, INSTRUCT them to post their poster or collages on the wall. 2. GIVE participants enough time to walk around and go over the outputs of the other groups. 3. SYNTHESIZE main points for YELLOW, RED and GREEN. 4. PROCEED to your Closing Statement
<p>26</p>	  <p>TO MY CHILD, WITH LOVE</p> <p><i>As you keep growing and learning, striving and searching it is very important that you pursue your own interest without anything holding you back. It will take time to fully understand yourself and to discover what you want out of life.</i></p> <p><i>As you keep growing and learning, striving and searching I know that the steps in your journey will take you on the right path. Whatever happens in the future, I will always be rooting for your happiness and success and you can always depend on my love and support.</i></p>	<p>Read the poem with them. Ask them how they feel after reading it. Process their answers if time permits.</p>
<p>27</p>	  <p>KEY MESSAGES</p> <p>As parents you need to show to your adolescent that you CARE:</p> <p>Connect and communicate with your adolescent children</p> <p>Advise your adolescent that it is natural to feel confused, awkward and strange</p> <p>Re-assure them that these changes are normal and part of growing up</p> <p>Encourage adolescent to talk about their feelings and ask questions about whatever bothers and concerns them</p>	<p>Ask the participants what their key learnings or insights are from the session. Summarize the key messages of the session (if the participants have captured the key messages, there’s no need to show this slide).</p>
<p>28</p>	  <p>MARAMING SALAMAT PO. ☺</p>	<p>ASK the participants if they have questions or clarifications from the session and answer them accordingly. Thank the participants for their participation and introduce the following session. SAY that as their adolescents go through their journey, they would meet a lot of risks and threats including those that affect their health.</p>



SESSION 4

CONFRONTING THREATS AND RISKS OF ADOLESCENTS



OVERVIEW

This session introduces and briefly describes the different threats and risks that parents can identify as they deal with their adolescents.



DURATION: 1 hour



LEARNING OBJECTIVES

By the end of the session, the participants will be able:

1. Identify the risks and threats confronting young people of today
2. Discuss the cause/s and consequences of risky behavior among young people
3. Explain why young people are particularly vulnerable to threats and risks
4. Demonstrate increased empathy and commitment towards the threats and risks and other difficulties facing the youth



LEARNING PROCESS

- Lecturette
- Small Group sharing
- Participative Discussion



OUTPUT/S

- Group outputs of categorized threats and risks
- Participants' Insights



MATERIALS & EQUIPMENT

- PowerPoint presentation
- Digital Lens Projector
- Whiteboard and Whiteboard pens
- Manila Paper with signs and Meta cards
- Marker Pens
- Photos
- Masking tape



SLIDE NUMBER	SLIDE CONTENT	TEACHING AND LEARNING PROCESS			
1	  <div data-bbox="570 443 860 598" style="background-color: #0056b3; color: white; padding: 10px; text-align: center;"> CONFRONTING THREATS AND RISKS OF ADOLESCENTS </div>	<p>Transition from the previous slide by saying that now that you have seen the life journey an adolescent undergoes. Let us now look at challenges that they encounter such as threats and risks that may affect how an adolescent behaves.</p>			
2	  <div data-bbox="511 709 873 766" style="background-color: #0056b3; color: white; padding: 5px;"> Session Objectives </div> <p>By the end of the session, the participants will be able:</p> <ol style="list-style-type: none"> 1. Identify the risks and threats confronting young people of today 2. Discuss the cause and consequences of risky behavior among young people 3. Explain why young people are particularly vulnerable to threats and risks 4. Demonstrate increased empathy and commitment towards the threats and risks and other difficulties facing the youth 	<p>Articulate the Session Objectives</p>			
3	  <div data-bbox="511 1100 873 1157" style="background-color: #0056b3; color: white; padding: 5px;"> “Red Light, Green Light” </div> <ol style="list-style-type: none"> 1. Group into 3 or more groups. 2. Identify threats and risks that adolescent may face. Write on metacard 3. Categorize the risk into: <ol style="list-style-type: none"> a. Low Risk (green) b. Medium Risk (yellow) c. Very Risky/harmful (red) 4. Choose one member to present in plenary.   <div data-bbox="511 1476 873 1533" style="background-color: #0056b3; color: white; padding: 5px;"> “Red Light, Green Light” </div> <div data-bbox="418 1549 854 1810" style="border: 1px solid black; padding: 10px; text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">  <small>Little or No risk</small> </td> <td style="width: 33%; text-align: center;">  <small>Medium risk Dating</small> </td> <td style="width: 33%; text-align: center;">  <small>Very Risky or Harmful Substance Abuse</small> </td> </tr> </table> </div>	 <small>Little or No risk</small>	 <small>Medium risk Dating</small>	 <small>Very Risky or Harmful Substance Abuse</small>	<p>Facilitator prepares three sets of manila paper with 3 or more separate signs on it 1st sign is green circle representing little or no risk 2nd sign is yellow circle representing medium risk 3rd sign is red representing very risky or harmful behavior</p> <p>Give instructions to the structured learning exercise: Divide the participants into 3 or more groups and distribute the slips of paper/metacards and Manila paper with signs (Note: Prepare this prior to the session) In 3 to 5 minutes, instruct the participants to identify adolescent threats and risks they know of and categorize according to the signs Let one member of the group present the output in the plenary. Then let participants</p>
 <small>Little or No risk</small>	 <small>Medium risk Dating</small>	 <small>Very Risky or Harmful Substance Abuse</small>			

		<p>comment on the output. Encourage the presenter to clarify and explain their output and ATTEMPT to get a group consensus on the risk factor</p>
<p>4</p>	<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 5px;"> <p>"Red Light, Green Light"</p> </div> </div> <ol style="list-style-type: none"> 1. How did you feel about the risks and threats that you have identified? 2. What insight came to mind while identifying the threats and risk? <div style="text-align: center; margin-top: 10px;">  </div>	<p>PROCESS the activity by asking the parents: How did you feel about the risks and threats that you have identified? Ask why? -participants may say they are scared, sad, frustrated because these could affect the development of their adolescents. What insight came to mind while identifying the threats and risk -common insights that may arise include: role of parents in preventing threats and risks, importance of identifying the threats and risks</p> <p>PUBLISH the answers and clarify and summarize the output. Then proceed by saying , "now that you have identified some threats and risks, let us see if there are other risks and threats and let's discuss each and how it affects adolescents"</p>
<p>5</p>	<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 5px;"> <p>Threats and Risks</p> </div> </div> <ul style="list-style-type: none"> • Adolescence is a period of increasing vulnerability and risks • These risks and threats pose very real dangers to the adolescents safety, health, well being and future <div style="text-align: center; margin-top: 10px;">  </div>	<p>Tell that Adolescence is a period of increasing vulnerability and risks. These risks and threats pose very real dangers to the adolescent's safety, health, well-being and future. Adolescents today are exposed to a growing number of more diverse threats and risks. Ask participants why and ask for examples</p> <p>Tell participants that "as parents, you should be the 1st allies and partners of your adolescents in development." We need to know and understand these threats and risks facing our adolescent children. The more we know about these threats and risks, the more we will be able to address the issues and facilitate a more conducive and favorable environment for adolescent youth and development. As parents, you should be the 1st allies and partners of your adolescents in development. We need to know and</p>



		<p>understand these threats and risks facing our adolescent children.</p> <p>The more we know about these threats and risks, the more we will be able to address the issues and facilitate a more conducive and favorable environment for adolescent youth and development</p>
<p>6</p>	  <div style="background-color: #0056b3; color: white; padding: 2px; text-align: center; font-weight: bold;">THREATS</div> <p>Too early Sexual involvement HIV –AIDS/ STI Rape and other forms of Sexual Abuse/violence Early Marriage Abstortion Trafficking and Exploitation of youth and children Survival Sex</p>	<p>Say, “let’s see if the threats that you have identified are similar to what studies and Popcom have identified as threats and risks.”</p> <p>Tell the mnemonics for threats so that they could easily recall these:</p> <p>Too early Sexual involvement HIV –AIDS/ STI Rape and other forms of Sexual Abuse/violence Early Marriage Abstortion Trafficking and Exploitation of youth and children Survival Sex</p>
<p>7</p>	  <div style="background-color: #0056b3; color: white; padding: 2px; text-align: center; font-weight: bold;">AND RISK</div> <p>Abandonment/Armed Conflicts Natural resource and degradation Dysfunctional Families and Demoralization and Increasing Passivity of Youth Rising criminality/Rising incidence of school drops Income deficiency/Inaccurate and inadequate information Substance Abuse/several forms of gambling Knowledge and skills inadequacy</p>	<p>Tell the mnemonics for risks</p> <p>Abandonment/Armed Conflicts Natural resource and degradation Dysfunctional Families and Demoralization and Increasing Passivity of Youth Raising criminality/Rising incidence of school drops Income deficiency/Inaccurate and inadequate information Substance Abuse/several forms of gambling Knowledge and skills inadequacy</p>



<p>8</p>	<p>  Too Early Sexual Involvement</p> <p>Too early sexual involvement: engagement in some form of sexual encounter or intercourse at an early age. This leads to WASTED lives</p> <p>Weak self image and low self esteem</p> <p>Adolescent or teenage pregnancy</p> <p>Sexually transmitted disease</p> <p>Tainted reputation</p> <p>Emotional wounds</p> <p>Disrupted goals</p> <p>Disappointed parents</p> <p>Dim future</p>	<p>Tell that each threat and risk will be discussed based on the participants' understanding or definition. Validate or correct the concepts as you go through each threat and risk using the guide here:</p> <p>Too early sexual involvement: engagement in some form of sexual encounter or intercourse at an early age. This leads to WASTED lives</p> <p>Weak self-image and low self-esteem. Ask, "what is self-esteem?"</p> <p>Self-esteem is an inner attitude of self-respect a sense of personal worth and state of valuing oneself, it is a sense of liking oneself and feeling personally secure</p> <p>Adolescent or teenage pregnancy</p> <p>Sexually transmitted disease</p> <p>Tainted reputation</p> <p>Emotional wounds</p> <p>Disrupted goals</p> <p>Disappointed parents</p> <p>Dim future</p> <p>Tell that "guilt and anxiety often accompany too early sexual involvement and can affect how adolescents see and feel about themselves"</p> <ul style="list-style-type: none"> ▪ Feel ashamed, disgusted and unworthy of being loved ▪ Diminish sense of self-worth and confidence ▪ Create feeling of helplessness and can lead to depression ▪ Lead to promiscuity or tendency to engage in casual sex
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<p>9</p>	<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 5px;"> Teenage/Adolescent Pregnancy </div> </div> <ul style="list-style-type: none"> Pregnancy for an adolescent is extremely stressful and emotionally devastating Unplanned and/ or unwanted pregnancy cause emotional anguish and limit the options of both partners for a better future. It can also endanger the health of the adolescent girl and the her unborn child 	<p>Tell that engagement in early sexual activities brings about unplanned and unwanted pregnancy among teenagers</p> <p>Pregnancy for an adolescent is extremely stressful and emotionally devastating</p> <p>They will feel overwhelmed by reality and the serious consequence of their situation (negative reaction of friends and families, unwillingness of the father of unborn child to accept/ assume the responsibility, fear of social rejection, fear of scandal and shame or guilt).</p> <p>Most often the uncertainty and gravity of the situation may also make them feel alone , hopeless and helpless</p> <p>Unplanned and/ or unwanted pregnancy cause emotional anguish and limit the options of both partners for a better future. It can also endanger the health of the adolescent girl and her unborn child</p> <p>Ask participants what are the problems faced by adolescents who get pregnant and encourage to share true to life stories or experiences.</p>
<p>10</p>	<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 5px;"> Effects of Adolescent/Teenage Pregnancy </div> </div>  <ul style="list-style-type: none"> She may leave school and if it happens the education is interrupted and she will have increased likelihood of being unemployed and limit her opportunities to provide for stable future Maybe rejected by family and boyfriend Faced with numerous responsibilities she is unprepared for and may lead to psychological and emotional problem such as anger and disillusionment 	<p>Tell the effects of adolescent pregnancy</p> <p>She may leave school and if it happens the education is interrupted and she will have increased likelihood of being unemployed and limit her opportunities to provide for stable future</p> <p>Maybe rejected by family and boyfriend</p> <p>Forced to get married with someone she does not really want as a lifetime partner</p> <p>Faced with numerous responsibilities she is unprepared for and may lead to psychological and emotional problem such as anger and disillusionment</p>



		<p>Recurring fever or night sweats, vaginal yeast infections Oral thrush (mouth infection with yeast organism) Numbness or pain in the hands Increasing shortness of breath Incidence of skin discoloration or unusual rashes Chronic pelvic inflammatory disease</p>
<p>14</p>	<p>  Rape and other forms of Sexual Abuse</p> <p>Sexual Violence is an umbrella term for rape or sexual assault, abuse, incest, exploitation, pedophilia and harassment. These are all violation of the bodies and</p> <p>Sexual Assault or rape is a crime of violence and not motivated by sexual desire but an act of power and control.</p> 	<p>Ask participants what they think sexual violence is? Tell that “Sexual Violence is an umbrella term for rape or sexual assault, abuse, incest, exploitation, pedophilia and harassment. These are all violation of the bodies and Sexual Assault or rape is a crime of violence and not motivated by sexual desire but an act of power and control. Both men and women can become victims of rape/sexual assault. Rape in any form or situation is not and can never be a victim’s fault</p>
<p>15</p>	<p>  Rape and other forms of Sexual Abuse</p> <p>Sexual Abuse occurs when a child or adolescents have been taken advantaged of for sexual pleasure by an older or more knowledgeable child adolescent or adult</p> <ul style="list-style-type: none"> ▪ Involves forcing, tricking, bribing or pressuring into sexual activity or awareness ▪ Every child or adolescent is vulnerable to sexual abuse and most them are abused by someone they know and trust ▪ The abuse often begins gradually and increases overtime and they are coerced and manipulated by treats, promises and their own feelings of guilt and shame 	<p>Ask why children and adolescents are vulnerable to sexual abuse? Sexual Abuse occurs when a child or adolescents have been taken advantaged of for sexual pleasure by an older or more knowledgeable child adolescent or adult</p> <ul style="list-style-type: none"> ▪ Involves forcing, tricking, bribing or pressuring into sexual activity or awareness ▪ Every child or adolescent is vulnerable to sexual abuse and most them are abused by someone they know and trust. Research indicates that 1 of 4 children/Adolescent will be the victim of sexual abuse ▪ Sexual abuse can take place within or outside the home ▪ The abuse often begins gradually and increases over time and they are coerced and manipulated by treats,

		<p>promises and their own feelings of guilt and shame</p> <ul style="list-style-type: none"> Sexual abuse is a violation of child/adolescent’s right to normal, healthy, trusting relationships
16	<p>Effects to children/ adolescent</p> <p>Victims do not tell about the sexual violence they experiences and because they are overwhelmed by many emotions and FEARS</p> <p>Frightened by the possibility of causing trouble, sent away from home, family breaks up</p> <p>Embarrassment and shame</p> <p>Anguish and anxiety due to threats of abuser and no one will believe them</p> <p>Reaction of the family members and most especially the mother if there was incest</p> <p>Sense of guilt and Sadness</p>	<p>Tell the effects to children / adolescent: Victims do not tell about the sexual violence they experience because they are overwhelmed by many emotions and FEARS</p> <p>Frightened by the possibility of causing trouble, sent away from home, family breaks up</p> <p>Embarrassment and shame</p> <p>Anguish and anxiety due to threats of abuser and no one will believe them</p> <p>Reaction of the family members and most especially the mother if there was incest</p> <p>Sense of guilt and Sadness</p>
17	<p>What to do?</p> <p>As parents, you should recognize that empowering your children/ adolescent is the best way to address avoid these concerns. Let children know their basic rights and they can stand firm without any hesitation or fear to resist any violations the encounter</p>	<p>Emphasize what can parents do or as parents you should recognize that empowering your children/ adolescent is the best way to address or avoid these concerns. Let children know their basic rights and they can stand firm without any hesitation or fear to resist any violations the encounter</p>
18	<p>Early Marriage</p> <ul style="list-style-type: none"> Too early sexual involvement and teenage pregnancy may also lead to forced marriage <ul style="list-style-type: none"> This cuts short the adolescent years and forces them to marriage and responsibilities unprepared for (emotionally, economically, physically and socially) Early Marriage also exposes adolescents to frequent sexual activities that may result to unwanted pregnancies and undesired family size 	<p>Too early sexual involvement and teenage pregnancy may also lead to forced marriage</p> <ul style="list-style-type: none"> This cuts short the adolescent years and forces them to marriage and responsibilities unprepared for (emotionally, economically, physically and socially) Many early marriages may end up in separation, break up or dysfunctional relationships

		<ul style="list-style-type: none"> • Marriage should always be a result of a well thought choice made in freedom. It should not be something forced by circumstances or entered into because of fear or desire to get out of an unwanted situation <p>Early Marriage also exposes adolescents to frequent sexual activities that may result to unwanted pregnancies and undesired family size</p> <p>Ask participants to share their insights and effects of early marriage</p>
<p>19</p>	<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 2px 5px; border-radius: 3px;">Abortion</div> </div> <ul style="list-style-type: none"> • Adult women seek abortion for social and economic reason while adolescents have wider range of reasons such as loss of educational opportunities to sexual violence and coercion • Complications of unsafe abortions maybe medical, psychological, and social in nature <ul style="list-style-type: none"> – Medically: sever infections and bleeding – Psychologically: depression, withdrawal and sexual dysfunction – Social: leaves school, thrown out form family, marry early, unemployed or forced prostitution <div style="text-align: center; margin-top: 10px;"> </div>	<p>Tell or discuss with the participants the reasons why women seek abortion:</p> <ul style="list-style-type: none"> • Adult women seek abortion for social and economic reason while adolescents have wider range of reasons such as loss of educational opportunities to sexual violence and coercion <p>Discuss with the participants the complications of unsafe abortions:</p> <ul style="list-style-type: none"> • maybe medical, psychological, and social in nature <p>Medically: severe infections and bleeding Psychologically: depression, withdrawal and sexual dysfunction Socially: leaves school, thrown out from family, marry early, unemployed or forced prostitution</p>
<p>20</p>	<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 2px 5px; border-radius: 3px;">Trafficking and Exploitation</div> </div> <p>Trafficking is the act of buying or selling a child or youth for money</p> <ul style="list-style-type: none"> – Trafficking in persons refers to recruitment, transportation, transfer, harboring or receipt of person with or without the victims consent or knowledge by means of threat or use of force, coercion, abuse, deception, fraud <p>Exploitation refers to hiring, employment , persuasion, coercion of a child or youth to work in an environment or undertaking which are hazardous or deleterious in nature or would impair development</p> <div style="text-align: center; margin-top: 10px;"> </div>	<p>Define or discuss with the participants what trafficking and exploitation are</p> <ul style="list-style-type: none"> • Trafficking is the act of buying or selling a child or youth for money <p>Trafficking in persons refers to recruitment, transportation, transfer, harboring or receipt of person with or without the victims consent or knowledge by means of threat or use of force, coercion, abuse, deception, fraud</p> <ul style="list-style-type: none"> • Exploitation refers to hiring, employment , persuasion, coercion



		<p>of a child or youth to work in an environment or undertaking which are hazardous or deleterious in nature or would impair development</p>
<p>21</p>	  <p>Trafficking and Exploitation</p> <ul style="list-style-type: none"> • Vulnerability of young people are characterized by 4 D's <ul style="list-style-type: none"> – Difficult life circumstances – Dysfunctional families – Deprived of better opportunities and institutional support – Engaged in high risk behavior such as drug and alcohol use • Parents, guardian, relatives and care givers are pushed to engage in trafficking and exploitation due to extreme financial hardships, economic difficulties and substance abuse 	<p>Vulnerability of young people are characterized by 4 D's Difficult life circumstances Dysfunctional families Deprived of better opportunities and institutional support Engaged in high risk behavior such as drug and alcohol use Parents, guardian, relatives and care givers are pushed to engage in trafficking and exploitation due to extreme financial hardships, economic difficulties and substance abuse</p>
<p>22</p>	  <p>Survival Sex</p> <p>Survival sex is related to the issue of exploitation.</p> <ul style="list-style-type: none"> – Refers to selling of or trading sex to meet one's basic needs such as food or money, or even drugs cellphones, companionships and other favors and conveniences. It is basically an economic survival strategy – Involvement in survival sex are HELPLESS <p>Homeless and runaways Exploited and Abused Less Economic Opportunities Psychologically disturbed Low Self Esteem Engaging in Risky Behaviors Socially marginalized and neglected Sexually disrupted</p>	<p>Tell that based on the mnemonics THREATS, survival sex is the last, then, define what sex survival is. Survival sex is related to the issue of exploitation. Refers to selling of or trading sex to meet one's basic needs such as food or money, or even drugs cellphones, companionships and other favors and conveniences. It is basically an economic survival strategy Involvement in survival sex makes adolescents HELPLESS Homeless and runaways Exploited and Abused Less Economic Opportunities Psychologically disturbed Low Self Esteem Engaging in Risky Behaviors Socially marginalized and neglected Sexually disrupted</p>

<p>23</p>	<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 5px;">Abandonment</div> </div> <p>Abandonment is a situation where in an adolescent or child is deserted by parents, guardians or caretakers</p> <ul style="list-style-type: none"> • Runaways are youth who leave and remain away from home without parental permission or consent due to disagreements with parents • Common reasons for leaving home is to seek for better living conditions, rebellion from restrictive environment or from dysfunctional families with high incidence of neglect, abuse and serious conflicts 	<p>Tell that the AND RISKS part of the mnemonics represent the non-sexual risks faced by adolescents</p> <p>Abandonment is a situation wherein an adolescent or child is deserted by parents, guardians or caretakers</p> <ul style="list-style-type: none"> ▪ Another term is throwaways, they include those who were subjected to extreme level of abuse or neglect <p>Common reasons for leaving home is to seek for better living conditions, rebellion from restrictive environment or from dysfunctional families with high incidence of neglect, abuse and serious conflicts</p> <p>Largest number of runaways are those who leave after disagreement with parents</p>
<p>24</p>	<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 5px;">BUZZ SESSION</div> </div> <div style="text-align: center; margin: 10px 0;"> </div> <p style="text-align: center;"><i>Discuss how you can help minimize the risks of runaways and street children in your community</i></p>	<p>Buzz Session: Group into 3 and ask participants to discuss “how you can help minimize the risks of runaways and / or street children in your community”</p> <ol style="list-style-type: none"> 1. Ask participants a summary of what has been discussed in the groups and publish answers 2. Facilitator will publish and clarify answers, then summarize the answers of the groups
<p>25</p>	<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 5px;">Armed Conflicts</div> </div> <p>Armed conflicts arise mainly from insurgency, rebellion, or rivalries between factions/ groups.</p> <ul style="list-style-type: none"> - It is a threat to young people because they are often caught in the crossfire - Many children suffer from malnutrition and diseases associated with armed conflict and become victims of human rights violations <div style="display: flex; align-items: flex-start; margin-top: 10px;"> <div style="flex: 1;"> <p style="font-size: small; margin-top: 5px;">Conflict and Wars</p> </div> <div style="flex: 2; margin-left: 10px;"> <ul style="list-style-type: none"> • It can also result to parents deserting their children and adolescents due to disintegration of families and communities </div> </div>	<p>Armed conflicts arise mainly from insurgency, rebellion, or rivalries between factions/ groups.</p> <p>It is a threat to young people because they are often caught in the crossfire</p> <p>It disrupts social networks and primary relationships</p> <p>Children and young people become victims of human rights violations</p> <p>Many children suffer from malnutrition and diseases associated with armed conflict</p> <p>Loss, grief, and fear experienced in armed conflicts create long term emotional and psychological distress</p>

		<p>It can also result to parents deserting their children and adolescents due to disintegration of families and communities</p>
<p>26</p>	<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 2px 5px; border-radius: 3px;"> Environmental Degradation </div> </div> <p>Environmental Degradation is commonly viewed as endangering the natural resources base , it includes destruction of immediate surroundings on an individual</p> <ul style="list-style-type: none"> - Youth is an important actor in attaining sustainable development and active participation in environmental protection is important - By degrading our resources and damaging our ecosystem we are destroying our environment and by doing so we put our own survival at risk and endangering the future of our community 	<p>Environmental Degradation is commonly viewed as endangering the natural resources base , it includes destruction of immediate surroundings of an individual</p> <ul style="list-style-type: none"> • Youth is an important actor in attaining sustainable development and active participation in environmental protection is important • The environment is like a complex living machine. It consists of networks of life support systems or ecosystems all of which are interrelated and interact with each other • By degrading our resources and damaging our ecosystem we are destroying our environment and by doing so we put our own survival at risk and endangering the future of our community <p>ASK for examples from the participants.</p>
<p>27</p>	<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 2px 5px; border-radius: 3px;"> Dysfunctional Families </div> </div> <ul style="list-style-type: none"> • The FAMILY is the basic unit of society, it is a well spring of strength and stability of a community and nation • It is within the family that children develop a sense of what is right or wrong, where they evolve a set of values and beliefs to live by • It is place where children learn the roles they likely play and behavior that go with it. It is where children learn to socialize • The family provides the foundation on behavior and attitude towards life. The kind of family a youth has would define who he is and will be in the future 	<p>Tell that before discussing how dysfunctional families contribute as a risk to adolescents, define what a family is. The FAMILY is the basic unit of society, it is a well spring of strength and stability of a community and nation</p> <p>It is within the family that children develop a sense of what is right or wrong, where they evolve a set of values and beliefs to live by</p> <p>It is a place where children learn the roles they likely play and behavior that goes with it. It is where children learn to socialize. The family provides the foundation on behavior and attitude towards life. The kind of family a youth has would define who he is and will be in the future.</p>

<p>28</p>	<div style="background-color: #0056b3; color: white; padding: 5px; display: flex; align-items: center;"> Dysfunctional Families </div> <ul style="list-style-type: none"> Many youth issues are rooted in dysfunctional families. Parents fail to attend to the needs of their children and in lieu of the families, adolescent turn to friends and peers Lack of attention and support push young people into delinquent behavior to attract attention from parents Studies reveal that most dysfunctional families are composed of parents who came from dysfunctional families. 	<p>Discuss with the participants the following by first asking how dysfunctional families could affect their adolescents: Many youth issues are rooted in dysfunctional families. Parents fail to attend to the needs of their children and in lieu of the families, adolescents turn to friends and peers Lack of attention and support push young people into delinquent behavior to attract attention from parents Studies reveal that most dysfunctional families are composed of parents who came from dysfunctional families.</p>
<p>29</p>	<div style="background-color: #0056b3; color: white; padding: 5px; display: flex; align-items: center;"> Demoralization and increasing Passivity of Youth </div> <p>National and local government agencies have programs and services that address the different needs and problems of youth. However, much needs to be done to strengthen institutional support for youth</p> <ul style="list-style-type: none"> - There are inadequate health information and services specific to youth needs - The youth are not consulted and involved in the more crucial stages of program development such as project identification selection, planning and evaluation 	<p>National and local government agencies have programs and services that address the different needs and problems of youth. However, much needs to be done to strengthen institutional support for youth</p> <ul style="list-style-type: none"> There are inadequate health information and services specific to youth needs The youth are not consulted and involved in the more crucial stages of program development such as project identification selection, planning and evaluation
<p>30</p>	<div style="background-color: #0056b3; color: white; padding: 5px; display: flex; align-items: center;"> Rising Criminality </div> <p>Rising criminality refers to increasing occurrence and growing seriousness of crimes against persons and property</p> <ul style="list-style-type: none"> - Widespread criminality exposes the youth to risks of being mauled, attacked, kidnapped, raped and even killed - Rising criminality as a social issue involve the youth as victim and perpetrator <ul style="list-style-type: none"> Involvement of youth in criminal and delinquent acts is rooted in very complex factors such as : <ul style="list-style-type: none"> - Violent acts in the family - Peer pressure - Media - Socio economic conditions 	<p>Ask participants of their community's criminality then discuss with them how it would affect their adolescents. Rising criminality refers to increasing occurrence and growing seriousness of crimes against persons and property. Widespread criminality exposes the youth to risks of being mauled, attacked, kidnapped, raped and even killed Rising criminality as a social issue involves the youth as victim and perpetrator Involvement of youth in criminal and delinquent acts is rooted in very complex factors such as : Violent acts in the family</p>



		<p>Peer pressure Media Socio economic conditions</p>
<p>31</p>	<div data-bbox="407 380 500 422" data-label="Image"></div> <div data-bbox="451 380 500 422" data-label="Image"></div> <div data-bbox="526 386 873 415" data-label="Section-Header"><p>Rising Incidence of School Drop-outs</p></div> <div data-bbox="506 424 844 516" data-label="Text"><p>Rising incidence of school drop outs refers to the growing number of young people who are out of school or have stopped attending formal school</p></div> <div data-bbox="391 520 521 674" data-label="Image"></div> <ul data-bbox="526 520 863 720" style="list-style-type: none"> - It is a social issue that involves the youth as the primary victim - Poverty is a major factor where many leave school to work to support their family - Psychological make up of an adolescent is a factor that influences the youth drop out from school where some just want to get attention from parents and no clear direction and purpose in life is most likely to lose interest in school 	<p>Ask if this is true in their community then discuss with them: Rising incidence of school drop outs refers to the growing number of young people who are out of school or have stopped attending formal school It is a social issue that involves the youth as the primary victim Poverty is a major factor where many leave school to work to support their family Psychological make up of an adolescent is a factor that influences the youth to drop out from school where some just want to get attention from parents and no clear direction and purpose in life is most likely to lose interest in school</p>
<p>32</p>	<div data-bbox="407 1014 500 1056" data-label="Image"></div> <div data-bbox="451 1014 500 1056" data-label="Image"></div> <div data-bbox="526 1020 873 1050" data-label="Section-Header"><p>Income Deficiency (Unemployment)</p></div> <ul data-bbox="412 1073 820 1352" style="list-style-type: none"> • A sustainable livelihood is important for young persons' development and economic growth • But unemployment is a reality among young Filipinos • Prevalence of child labor and youth engaged in hazardous occupations due to income deficiency • Due to prevalent unemployment among youth, they are pushed to engage in illegal activities like prostitution, survival sex and drug trafficking <div data-bbox="724 1226 870 1373" data-label="Image"></div>	<p>Income Deficiency (Unemployment) Adolescents are vast human resource of the country. A sustainable livelihood is important for young persons' development and economic growth A steady stable source of income allows him or her to contribute to the national economy. But unemployment is a reality among young Filipinos Related issues to income deficiency brought lack of employment opportunities and also includes the prevalence of child labor and youth engaged in hazardous occupations Due to prevalent unemployment among youth, they are pushed to engage in illegal activities like prostitution, survival sex and drug trafficking</p>

<p>33</p>	<div style="background-color: #0056b3; color: white; padding: 5px; display: flex; align-items: center;"> Substance Abuse </div> <p>Substance Abuse refers to the continued use of certain substances that interferes with user's normal behavior. It involves pattern of pathological use of a substance which results in social or occupational impairment</p> <ul style="list-style-type: none"> - Substance abuse has escalated among the youth in recent years - Based on YAFS, 21% of all adolescents 15-14 y/o is currently smoking with higher percentage among males (37.3%) 	<p>Tell that substance abuse is one of the greatest threats that confront adolescent today. Ask participants if this is also a problem in their communities.</p> <p>This session will provide parents adequate knowledge to help curb substance abuse among the young</p> <p>Substance Abuse refers to the continued use of certain substances that interferes with user's normal behavior. It involves a pattern of pathological use of a substance which results in social or occupational impairment</p> <p>Substance abuse has escalated among the youth in recent years</p> <p>Based on YAFS, 21% of all adolescents 15-14 y/o is currently smoking with higher percentage among males (37.3%)</p>
<p>34</p>	<div style="background-color: #0056b3; color: white; padding: 5px; display: flex; align-items: center;"> Substance Abuse </div> <p>Six main reasons why young people use and abuse dangerous substances:</p> <ul style="list-style-type: none"> Curiosity Rebellion against parents and other authorities Acceptance and belonging Vehicle fro relaxation and feeling good Escape from problems or relief from stress 	<p>Six main reasons why young people use and abuse dangerous substances:</p> <ul style="list-style-type: none"> Curiosity Rebellion against parents and other authorities Acceptance and belonging Vehicle for relaxation and feeling good Escape from problems or relief from stress
<p>35</p>	<div style="background-color: #0056b3; color: white; padding: 5px; display: flex; align-items: center;"> Spiritual Emptiness </div> <ul style="list-style-type: none"> • Spirituality is fast becoming irrelevant issue among the youth • The current picture of youth reflects the image of materialism, the journey to search for material wealth, values are no longer reflective of what is right and good • With concept of happiness in this material world, youth are losing the sight for direction, meaning and purpose in life • A spiritual compass is necessary for the youth as they journey to search for their identities • In the face of many challenges and threats, it would be an advantage for the youth to hold on to its spirituality to enlighten them to do things rightfully 	<p>Spirituality is fast becoming an irrelevant issue among the youth. Validate if this is observed in their communities.</p> <p>The current picture of youth reflects the image of materialism, the journey to search for material wealth, values are no longer reflective of what is right and good</p> <p>With concept of happiness in this material world, the youth are losing the sight for direction, meaning and purpose in life</p> <p>A spiritual compass is necessary for the youth as they journey to search for their identities.</p> <p>In the face of many challenges and threats, it would be an advantage for the youth to</p>



		hold on to its spirituality to enlighten them to do things rightfully
36	  <div style="background-color: #0056b3; color: white; padding: 5px; display: inline-block;">KEY MESSAGE</div> <ul style="list-style-type: none"> ▪ Young people are particularly vulnerable to threats and risks ▪ Increase empathy and commitment towards working with the adolescents in addressing the threats and risks and other difficulties facing them ▪ As parents do your share and help promote healthy lifestyles and positive choices among young people to change the “THREATS to TREATS” 	<p>Emphasize the Key messages.</p> <ul style="list-style-type: none"> ▪ Young people are particularly vulnerable to threats and risks ▪ Increase empathy and commitment towards working with the adolescents in addressing the threats and risks and other difficulties facing them ▪ As parents do your share and help promote healthy lifestyles and positive choices among young people to change the “THREATS to TREATS”
	  <div style="background-color: #0056b3; color: white; padding: 5px; display: inline-block;">MARAMING SALAMAT PO. ☺</div>	<p>ASK the participants if they have questions or clarifications from the session and answer them accordingly.</p> <p>Thank the participants for their participation and introduce the following session.</p> <p>SAY that with the many threats and risks that our adolescents face, how do we as parents help them? This will be taken up in the next session on Protecting My Adolescent</p>



SESSION 5

PROTECTING MY ADOLESCENT



OVERVIEW

This session will provide information on how parents will protect their adolescents from the identified threats and risks.



DURATION: 1 hour



LEARNING OBJECTIVES

By the end of the session, the participants will be able:

1. Recognize effective ways and measures to PROTECT adolescents from threats and risks
2. Identify other agencies and institutions that are working for the protecting of adolescents.



LEARNING PROCESS

- Lecturette
- Participative Discussion



OUTPUT/S

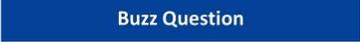
- Participant's Insights



MATERIALS & EQUIPMENT

- PowerPoint presentation
- Digital Lens Projector



SLIDE NUMBER	SLIDE CONTENT	TEACHING AND LEARNING PROCESS
1	   <p>Buzz Question</p> <p>What do we need to do as parents?</p> 	Based on the threats and risks discussed in the previous session, ask them what do you need to do as parents? Wait for them to answer and write their answers on the board. Once they have answered “PROTECT/PROTECTING them”, proceed to the session.
2	   <p>PROTECTING MY ADOLESCENT</p>	Title Slide
3	   <p>Session Objectives</p> <p>By the end of the session, the participants will be able:</p> <ol style="list-style-type: none">1. Recognize effective ways and measures to PROTECT adolescents from threats and risks2. Identify other agencies and institutions that are working for the protecting of adolescents.	Articulate the Session Objectives

<p style="text-align: center;">4</p>	<div style="text-align: center;"> </div> <div style="text-align: center; background-color: #0056b3; color: white; padding: 5px; font-weight: bold;"> PROTECTS </div> <p style="text-align: center; font-size: small;">THE FAMILY THAT PRAYS TOGETHER STAYS TOGETHER.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Pray for and with your Children</p>  </div> <div style="width: 45%;"> <p>Provide your children with physical care, love and all their needs.</p>  </div> </div>	<p>Pray for and with your Children</p> <ol style="list-style-type: none"> 1. There is a saying, “The family that prays together stays together.” Prayers are your strongest weapon against all the threats and risks faced by your children. 2. Prayerful parents get wisdom and positive behavior in dealing with their children. 3. Praying time is the best time for both parents and children to strengthen their relationship with each other and for putting God in the center of that relationship. <p>DEEPEN discussion. ASK participants how they show their love and care for their children.</p> <p>Provide your children with physical care, love and all their needs</p> <ol style="list-style-type: none"> 1. The physical, emotional and mental health of our children depends on the quality of care when they are growing up. 2. As parents, you should have an obligation to your children. You were the ones who brought them into this world. You should be ready to provide them with all their needs. <p>TELL the participants about the different agencies and institutions which can be tapped in this undertaking (refer to the supplementary materials for the list)</p>
<p style="text-align: center;">5</p>	<div style="text-align: center;"> </div> <div style="text-align: center; background-color: #0056b3; color: white; padding: 5px; font-weight: bold;"> PROTECTS </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p>Report to authorities any untoward incidents/threats to the adolescent's life</p> </div> <div style="width: 45%;">  <p>Raise children to be God-loving and God-centered</p> </div> </div>	<p>Report to authorities any untoward incidents/threats to the adolescent's life</p> <ol style="list-style-type: none"> 1. Parents should be vigilant and take action if any untoward incident happens to their adolescents. There are many agencies and institutions who can help in this regards. <p>GIVE special emphasis to this.</p> <p>Raise children to be God-loving and God-centered</p>



		<p>1. You are responsible for the spiritual formation of your children; bring them closer to the Almighty through involvement in Church activities.</p> <p>ASK participants to cite activities of their children which they usually join</p>
<p>6</p>	 <p>Observe activities whenever/wherever possible</p> 	<p>1. Ensure that you are aware of your children’s activities both home and outside.</p> <p>2. If possible, you should join your children’s activities. This will strengthen the bonding between you and your child/children.</p> <p>TELL participants that this is a must for parents</p>
<p>7</p>	 <p>Treat your children equally</p>  <p>Talk with your daughters. Play with your sons. You need to be a better friend to them than anyone else. This society offers lots of evil friends. Before they make those kinds of friends, they need to find their best friend in you.</p>  <p>Take enough time to be with your children</p>	<p>Treat your children equally</p> <p>1. As parents, you should ensure that you treat your children fairly and equally. Unequal treatment among siblings may result in rivalry and jealousy.</p> <p>ASK the participants if they agree with this.</p> <p>Take enough time to be with your children</p> <p>1. Quality time that you spend with your children is just as important as the quantity.</p> <p>2. You should reach out to your children to ensure a harmonious relationship with them.</p> <p>ASK participants to share their personal experiences regarding this. ASK them if they still remember the values that their parents taught them and which of these have they passed on to their children (particularly those pertaining to sexuality)</p>

<p>8</p>	 <p>PROTECTS</p> <p>Educate your children on proper values, specifically on sexuality and healthy lifestyle</p>  <p>Empower your adolescents</p>	<p>Educate your children</p> <p>ASK participants to share their personal experiences regarding this. ASK them if they still remember the values that their parents taught them and which of these have they passed on to their children (particularly those pertaining to sexuality)</p>
<p>9</p>	 <p>PROTECTS</p> <p>Censor/Choose mass media (radio, TV, print and IT/electronic media)</p> 	<ol style="list-style-type: none"> 1. The media are emerging as the new “surrogate parents”. They are fast becoming the adolescents’ main source of information and guide to “what is right or wrong.” 2. Media, to a great extent, exert great influence on the youth through the programs they watch, the books/magazines they read, or the music they listen to. 3. The media highlight and glorify risk-taking behavior and unhealthy lifestyles (i.e. alcohol and substance abuse, violence, early sexual involvement, impulsive decision-making, etc.) 4. As parents, you should give your children rules and guidelines for watching TV or reading print materials. 5. You should develop your children’s critical attitude and censorship of media messages and images. 6. Moreover, as parents you must advocate that media practitioners be involved in youth issues, especially in the dissemination of correct information as regards to youth health and development. <p>TELL participants that skills are inherent in their adolescents, but they have to be guided on how to use and enhance these skills.</p> <p>ASK participants how they can assist their adolescent in harnessing the skills in them</p>

<p>10</p>	<div style="text-align: right; background-color: #0056b3; color: white; padding: 5px;"> PROTECT S </div> <div style="display: flex; align-items: flex-start; margin-top: 10px;"> <div style="flex: 1;"> </div> <div style="flex: 1; padding-left: 10px;"> <p>Teach them the practical life skills/self defense</p> </div> </div> <p style="margin-top: 20px;">Tell them what their options are and how they can best protect themselves</p>	<p>READ the slide and discuss the 2 main topics: Teach them the practical life skills/self defense</p> <ol style="list-style-type: none"> 1. As parents, you need to nurture the inherent skills of your adolescents so that they can develop critical thinking and questioning skills. 2. You can help them develop the necessary attitudes, values and skills to resist peer pressure and say “NO” to unhealthy lifestyle and behaviors. 3. You can advise them how to handle themselves in potentially dangerous situations. <p>ASK participants to share their personal experiences in relation to this. Tell them what their options are and how they can best protect themselves</p> <ol style="list-style-type: none"> 1. You should help your adolescent realize that there is more than one way to handle a situation. <p>ASK participants how they ensure that their family is very much connected. Encourage exchange of opinions and sharing.</p>
<p>11</p>	<div style="text-align: right; background-color: #0056b3; color: white; padding: 5px;"> PROTECT S </div> <div style="display: flex; align-items: flex-start; margin-top: 10px;"> <div style="flex: 1; padding-right: 10px;"> <p>Stay connected and strengthen family relationship</p> </div> <div style="flex: 1;"> </div> </div> <div style="display: flex; align-items: flex-start; margin-top: 10px;"> <div style="flex: 1; padding-right: 10px;"> <p>Sustain active interest and involvement of the community.</p> </div> <div style="flex: 1;"> </div> </div>	<p>Stay connected and strengthen family relationship</p> <ol style="list-style-type: none"> 1. Family relationship particularly that between parents and adolescents is a powerful determinant in shaping the values, behavior and choices of young people. 2. Your children watch how you and other significant adults behave and pay more attention to what adults do than what they say. 3. Your stories from the past can give adolescents a more meaningful view and a clearer understanding



		<p>of the past and serve as lessons for them to learn from.</p> <p>DEEPEN discussion. RELATE this to the growing clamor of adolescents to be active implementers of community programs.</p> <p>Sustain active interest and involvement of the community.</p> <ol style="list-style-type: none"> 1. At the core of protecting your adolescent is active and continuing community support and involvement 2. The active involvement of the community will ensure sustainability of efforts in protecting your adolescents and facilitating their development. 3. As parents, you need to help raise awareness about the needs, concerns, threats and risks facing your adolescents.
<p>12</p>	  <div data-bbox="511 1018 873 1066" style="background-color: #0056b3; color: white; padding: 2px;">KEY MESSAGES</div> <ul style="list-style-type: none"> • YOU should always remember that your adolescents are your future! When you protect them, you safeguard not only their present, but also their future. • As PARENTS, you have a big role to play in your children's development. Play it well! 	<p>Read or ask a participant to read the key messages</p>
<p>13</p>	  <div data-bbox="581 1528 873 1648" style="background-color: #0056b3; color: white; padding: 5px;">MARAMING SALAMAT PO. 😊</div>	<p>ASK the participants if they have questions or clarifications from the session and answer them accordingly.</p> <p>Thank the participants for their participation and introduce the following session.</p> <p>SAY that “in all the recommendations discussed earlier, Communication is a key component to their implementation. Thus, let us look at how we should communicate with our adolescents”.</p>



SESSION 6

COMMUNICATING WITH MY ADOLESCENTS



OVERVIEW

This session will describe how parents can effectively communicate with their adolescents.



DURATION: 1 hour



LEARNING OBJECTIVES

By the end of the session, the participants will be able to:

1. Explain the communication guidelines for parents
2. Communicate effectively with their adolescents
3. Appreciate the importance of communication in their relationships with the adolescents



LEARNING PROCESS

- Lecturette
- Video presentation
- Participative Discussion



OUTPUT/S

- Participant's Insights
- Individual Outputs



MATERIALS & EQUIPMENT

- PowerPoint presentation
- Digital Lens Projector
- Meta cards
- Marker Pens



SLIDE NUMBER	SLIDE CONTENT	TEACHING AND LEARNING PROCESS
1	  <div data-bbox="570 411 873 573" style="background-color: #0056b3; color: white; padding: 10px; text-align: center;"> COMMUNICATING WITH MY ADOLESCENTS </div>	<p>Facilitator transitions to the next session. Tell participants that in the previous session you have identified how to protect your adolescents from threats and risks. This next session will teach you how to communicate with adolescents to protect them.</p>
2	  <div data-bbox="513 695 873 743" style="background-color: #0056b3; color: white; padding: 5px;"> Session Objectives </div> <p>By the end of the session, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain the communication guidelines for parents 2. Communicate effectively with their adolescents 3. Appreciate the importance of communication on their relationships with their adolescents 	<p>Articulate the Session Objectives</p>
3	  <div data-bbox="513 1085 873 1134" style="background-color: #0056b3; color: white; padding: 5px;"> “I Know Him/Her So Well” </div>  <ul style="list-style-type: none"> ▪What is your adolescent's ambition in life? ▪What would your adolescent like to do on a weekend? ▪Who is your adolescent's role model? ▪What quality in you appeals to your adolescent most? ▪What would your adolescent like to change about his/her life? ▪Who is your adolescent's best friend? ▪Where would your adolescent like to go for a holiday? 	<p>Give instructions on the Structured Learning Exercise</p> <p>Ask the participants (couple) to sit back to back</p> <p>Distribute metacards and pens</p> <p>Tell them that you will be asking them questions and they will write the answers on the metacards</p> <p>To earn a point, couples should have the same answers. The couple with the most number of points wins.</p> <p>If the couple has more than one adolescent, let them decide to choose a particular child as the subject for the following questions:</p> <ul style="list-style-type: none"> • What is your adolescent's ambition in life? • What would your adolescent like to do on a weekend? • Who is your adolescent's role model?



		<ul style="list-style-type: none"> • What quality in you appeals to your adolescent most? • What would your adolescent like to change about his/her life? • Who is your adolescent’s best friend? • Where would your adolescent like to go for a holiday? <p>Facilitator takes note of the answers.</p>
4	  <p>“I Know Him/Her So Well”</p> <ol style="list-style-type: none"> 1. Was the activity easy or difficult? Why? 2. What did you learn from the activity? 	<p>Process the activity to get insights. Facilitator takes note of the answers. Ask: Was the activity easy or difficult? Why What did you learn from the activity? How much time did you spend talking/communicating with your children? Publish the answers then relate to the next slide</p>
5	  <p>Parents Communicating with Adolescents</p> <ul style="list-style-type: none"> • Communication can be great form of giving, the giving of self- revealing, giving of patient listening and understanding <p>Parent’s <i>challenge</i> in communication:</p> <ul style="list-style-type: none"> • Obsession to instruct and constantly remind or nag them, instead of talking and listening to them • Treat adolescents as young adult and not like a child 	<p>Ask participants: Do you still treat your adolescents as children by constantly nagging or reminding them about their chores, assignment responsibilities and others? Draw real life experiences and deepen discussion. Publish answers. Communication can be a great form of giving, the giving of self- revealing, giving of patient listening and understanding. Parent’s challenges in communication: Obsession to instruct and constantly remind or nag them, instead of talking and listening to them Treat adolescents as young adult and not like a child</p>

<p>6</p>	<p>  Parents Communicating with Adolescents</p> <p>Exposure to TV, music, videos, computer games , internet and other forms of media</p> <p>Parents should remember that the media and internet access can provide endless possibilities of negative and positive influence in the adolescents' lives</p> 	<p>Do you monitor your adolescent's internet use, computer games, magazines they read, music or bands they listen? Draw out responses and deepen discussion on how technology and media affect communication between parents and adolescents. Publish answers</p> <p>Explain that exposure to TV, music, videos, computer games , internet and other forms of media can influence communication between parents and adolescents</p> <p>Emphasize that parents should remember that the media and internet access can provide endless possibilities of negative and positive influence in the adolescents' lives</p>
<p>7</p>	<p>  Parents Communicating with Adolescents</p> <p>What is needed in a world of technology and media?</p> <p>Conversation is greatly needed. It is the lifeblood of family life, strong children development, marital unity and deep friendships.</p> <ul style="list-style-type: none"> ▪ It is the greatest gift a parent can give to an adolescent and a family ▪ Communication and conversation will be easier if it has taken place consistently during the younger years 	<p>Ask What is needed in a world of technology and media?</p> <p>Tell that Conversation is greatly needed.</p> <p>Ask why and discuss with participants: It is the lifeblood of family life, strong child development, marital unity and deep friendships.</p> <p>It is the greatest gift a parent can give to an adolescent and a family</p> <p>Communication and conversation will be easier if it has taken place consistently during the younger years</p>
<p>8</p>	<p>  How do we communicate?</p> 	<p>The facilitator then invites the participants to watch a video on the importance of communication between an parents on adolescents specifically on the topic of sexuality and reproductive health and will allow them to reflect on the status of how parents communicate with the adolescents.</p>



<p>9</p>	 <p style="text-align: center;">Processing</p> <ol style="list-style-type: none"> 1. What did you feel while watching the video? 2. What are your insights or realizations? 3. What did you learn from the video? 	<p>Process the video presented using FOIL (Feelings, Observations, Insights, Learnings) . The facilitator may or may not show the processing questions but can be guided mentally by the questions. Encourage more participants to speak and share their thoughts but ensuring confidentiality. Publish the responses of the participants.</p> <p>Facilitator will now move to the next slides on communication guidelines taking note of the responses of the participants</p>
<p>10</p>	 <p style="text-align: center;">Communication Guidelines</p> <ol style="list-style-type: none"> 1. Find "TEACHABLE MOMENTS" <ul style="list-style-type: none"> - These are daily opportunities that occur when the parents are with the adolescents. They make it easy to share your <i>messages</i> and <i>values</i> that include values on sexuality related concerns - Making most of teachable moments entail time and creativity - Done through <i>spontaneous, open</i> and <i>relaxed</i> discussions - Challenge: Parent's Involvement and creative time spent with adolescents 	<p>Discuss the communication guidelines and relate to the outputs during the buzz session</p> <p>Find "TEACHABLE MOMENTS"</p> <p>These are daily opportunities that occur when the parents are with the adolescents. They make it easy to share your messages and values that include values on sexuality related concerns. Making most of teachable moments entail time and creativity (Ask for examples of teachable moments : e.g. spontaneous talks during snack or mealtime, enjoying a walk to park to market, afternoon fishing boat or farm, drive through fast foods. Such moments are better received by adolescents and are much more effective.</p> <p>Done through spontaneous, open and relaxed discussions</p> <p>Challenge: Parent's Involvement and creative time spent with adolescents</p>



<p>11</p>	 <p>Communication Guidelines</p> <p>2. Be “ASK-ABLE”- an ‘Ask-able parent is someone who “CLICKS” with their adolescents</p> <ul style="list-style-type: none"> • Can be easily approached for information and guidance • Listens to their adolescents and tries to answer questions patiently and accurately • Is willing to keep talking until their adolescents are satisfied with the information • Can admit they do not have all the answers but will try to discover • Knows what an adolescent is able to understand and what information they require • Stimulates their adolescents to talk, interact and asks questions 	<p>Be “ASK-ABLE”- an ‘Ask-able parent is someone who “CLICKS” with their adolescents</p> <p>Can be easily approached for information and guidance</p> <p>Listens to their adolescents and tries to answer questions patiently and accurately</p> <p>Is willing to keep talking until their adolescents are satisfied with the information</p> <p>Can admit they do not have all the answers but will try to discover</p> <p>Knows what an adolescent is able to understand and what information they require</p> <p>Stimulates their adolescents to talk, interact and asks questions</p> <p>Explain that some adolescents need an invitation to start talking. You can say “tell me about your day in school”. Adolescents are more likely to share their ideas and feelings when they feel important</p> <p>Reward a question with, “I am glad you came to me”. It will teach your adolescent to approach you when they have other questions</p> <p>You need not wait for the adolescent to ask question. You need to decide what for them to know and tell them before crisis occurs.</p>
<p>12</p>	 <p>Communication Guidelines</p> <ul style="list-style-type: none"> • Being an “ASK-ABLE parent is a skill and an “ART <p>Ask your adolescent what they think about things, issues, happenings, trends or anything they want to talk about. Take the initiative to start a conversation</p> <p>Recognize /find “teachable moments”</p> <p>Take time to remind your adolescent that you are there for them if they ever have any questions. Always make time for them to answer patiently and truthfully</p>	<p>Discuss the tips on how to be an “ask-able” parent using the mnemonic ART</p> <p>Being an “ASK-ABLE parent is a skill and an “ART</p> <p>Ask your adolescent what they think about things, issues, happenings, trends or anything they want to talk about. Take the initiative to start a conversation</p> <p>Recognize /find “teachable moments”</p> <p>Take time to remind your adolescent that you are there for them if they ever have any questions. Always make time for them to answer patiently and truthfully</p>



<p>13</p>	  <p>Communication Guidelines</p> <p>3. Become aware of the <i>Questions behind the Question</i></p> <ul style="list-style-type: none"> ▪ Reassure your adolescent as often as possible (“Am I normal” is often hiding question about sexual development, thoughts and feelings) <p>4. You are the <i>Primary Sexuality Educator</i> of your adolescents</p> <ul style="list-style-type: none"> ▪ Adolescents want to talk to you about sexuality and to hear your values. They need , want and value your opinions 	<p>Discuss the 3rd guideline which is</p> <p>3. Becoming aware of the Questions behind the Question</p> <p>Reassure your adolescent as often as possible (“Am I normal” is often hiding a question about sexual development, thoughts and feelings)</p> <p>Ask the participants if they agree with this statement and process their responses</p> <p>4. You are the primary sexuality educator of your adolescents</p> <p>Ask the participants about their experiences in discussing sexuality related matters with their adolescent children</p> <p>They want to talk to you about sexuality and to hear your values. Adolescents need, want and value the parent’s opinion. They unconsciously test to sees if you really mean what you say.</p> <p>Adolescents find it uncomfortable to discuss such personal or sensitive concerns or affecting issues</p> <p>It is in this aspect that parents can play a primary role in addressing sexually-related issues and concerns of their adolescents by being ask-able and maximizing teachable moments</p>
<p>14</p>	  <p>Communication Guidelines</p> <p>5. Remember that it is OKAY to feel <i>Uncomfortable</i></p> <ul style="list-style-type: none"> ▪ Let them know that you feel uncomfortable, but you will talk to them anyway because you love and want to help them <p>6. LISTEN, LISTEN, LISTEN</p> <ul style="list-style-type: none"> • Be willing to listen to their concerns rather than your convenience • Listen for feelings, there are no wrong feelings. Acknowledge the adolescent’s feelings and reflect on them • Do not interpret, either repeat their words or use similar words to reflect their feelings 	<p>5. Remember that it is OKAY to feel Uncomfortable</p> <p>Let them know that you feel uncomfortable, but you will talk to them anyway because you love and want to help them</p> <p>Remember that adolescents often ask questions out of curiosity and not because they want to do something or to engage in the behavior they are asking about</p> <p>Deepen discussion by asking participants to share topics or experiences (related to sexuality, and other non-sexual behavior) that made them feel uncomfortable discussing with adolescents</p>



		<p>7. LISTEN, LISTEN, LISTEN</p> <p>Ask them why they want to know and what they already know. This may help you prepare your answer. Be willing to listen to their concerns rather than your convenience. It is better to be told something that you disagree with than to have no communication at all. Listen for feelings. There are no wrong feelings. Acknowledge the adolescent’s feelings and reflect on them Do not interpret, either repeat their words or use similar words to reflect their feelings</p>
<p>15</p>	  <p>Tips for Communication</p> <ol style="list-style-type: none"> 1. Know and practice the message you want to share 2. Understand the adolescents point of view 3. Stay actively involved in their lives 4. Help the adolescent plan for the future 5. Be strong in your own ideals, values and beliefs 6. Talk with respect with your adolescent 7. Choose the right time and place. 	<p>Discuss the other tips that can help parents talk with their adolescents. Know and practice the message you want to share Talk to teens about risks whether it is illegal drugs/ substance abuse., driving, premarital sex, smoking, drinking, and others and the worst that could happen when they indulge in these risk factors</p> <ul style="list-style-type: none"> • Understand the adolescents point of view • Stay actively involved in their lives • Help the adolescent plan for the future • Be strong in your own ideals, values and beliefs • Talk with respect with your adolescent • Choose the right time and place
<p>16</p>	  <p>KEY MESSAGE</p> <ul style="list-style-type: none"> • Communication can be great form of giving, the giving of self- revealing, giving of patient listening and understanding • Conversation is greatly needed • Parents have a primary role in addressing sexuality related issues and concerns by being “ASK-ABLE” and maximizing “TEACHABLE MOMENTS” • Share your feelings, values and beliefs • Remember to tell them that you <i>care</i> about their <i>happiness</i> and <i>well being</i> 	<p>Emphasize on the key messages of the session:</p> <p>Communication can be great form of giving, the giving of self- revealing, giving of patient listening and understanding Conversation is greatly needed Parents have a primary role in addressing sexuality related issues and concerns by being “ASK-ABLE” and maximizing “TEACHABLE MOMENTS”</p>



		<p>Share your feelings, values and beliefs. Tell the adolescent why you feel the way you do.</p> <p>Remember to tell them that you care about their happiness and well being</p> <p>Know how sexuality is being taught in school and in faith communities – find out what your adolescent’s schools are teaching about these topics. Other groups can help. It is often helpful when professionals lead talks</p>
17	  	<p>ASK the participants if they have questions or clarifications from the session and answer them accordingly.</p> <p>Thank the participants for their participation and introduce the following session.</p>



SESSION 7

SYNTHESIS AND INTEGRATION



OVERVIEW

This session summarizes the entire training experience by harvesting key learning and insights of the participants and synthesizing these by highlighting key messages and applications. A check-out activity is conducted to officially close the training.



DURATION: 40 minutes



LEARNING OBJECTIVES

1. Recall the basic principles of family as foundation to a growing adolescent
2. Reflect on significant learning and commitments during the activity experience
3. Discuss the applications of learnings from the activity.



LEARNING PROCESS

- Participative Plenary Discussion



OUTPUT/S

- Participants' learnings and applications



MATERIALS & EQUIPMENT

- Digital Lens Projector
- PowerPoint presentation
- Whiteboard and Whiteboard pens



SLIDE NUMBER	SLIDE CONTENT	TEACHING AND LEARNING PROCESS
1	  <div data-bbox="570 415 873 548" style="background-color: #0056b3; color: white; padding: 10px; display: inline-block;"> SYNTHESIS AND INTEGRATION </div>	<p>NOTE TO FACILITATOR: This session can be customized based from what transpired and emerged during the 4-day training. You have the option to just ask the participants “What is the most important lesson you have learned?” then based from the substantiveness of the responses, assess if summarizing the learning is enough or if s/he still wants to go through the important frameworks again.</p> <p>However, the succeeding slides still serve as a guide on the minimum key messages that need to be reviewed and highlighted</p>
2	  <div data-bbox="513 758 873 810" style="background-color: #0056b3; color: white; padding: 5px;"> Session Objectives </div> <p>By the end of the session, the participants will be able:</p> <ol style="list-style-type: none"> 1. Recall the basic principles of family as foundation to a growing adolescent 2. Reflect on significant learning and commitments during the activity experience 3. Discuss the applications of learnings from the activity. 	<p>Give an overview of the objectives of the session.</p> <p>Connect the objectives to the discussion and inputs/insights from the previous session.</p> <p>Facilitator has the option not to show the slide as long as he/she mentions the objectives of the session</p>
3	  <div data-bbox="513 1146 873 1199" style="background-color: #0056b3; color: white; padding: 5px;"> SYNTHESIS AND INTEGRATION </div> <div data-bbox="435 1247 581 1461" style="color: #00ff00; font-size: 48px; font-weight: bold; text-align: center;"> </div> <p style="text-align: center;">What is are your most important insights and lessons learned?</p>	<p>Ask the participants “What is the most important lesson you have learned?” Publish responses. Based from the substantiveness of the responses, the facilitator can assess if summarizing the learning is enough or if s/he still wants to go through the important frameworks again.</p>

<p>4</p>	<p> SYNTHESIS AND INTEGRATION</p>	<p>Say that this diagram shows that the adolescent will become healthy if all of the sectors in the community particularly the family will provide appropriate services and support</p>
<p>5</p>	<p> SYNTHESIS AND INTEGRATION</p> <p>Changes in social, political, economic and cultural conditions have also led to changes in the lifestyle, needs, roles and relationships of Filipino families</p> <ul style="list-style-type: none"> • Adolescence is a crucial part of human development 	<p>Tell participants that families change because of changes in social, political, economic and cultural conditions</p>
<p>6</p>	<p> SYNTHESIS AND INTEGRATION</p> <p>Adolescence is a crucial part of human development</p> <ol style="list-style-type: none"> 1. Human development is a life-long process 2. We are active in our own development 3. Development is change. Adolescence is a time of change 4. Development is multi-directional 5. Development involves transition 6. Each stage of development has challenges, goals and tasks 	<p>Reiterate that Adolescence is a crucial part of human development and there are 6 principle of human development</p>
<p>7</p>	<p> SYNTHESIS AND INTEGRATION</p> <ul style="list-style-type: none"> • Adolescence is a period of increasing vulnerability and risks. These risks and threats pose very real dangers to the adolescents safety, health, well being and future • As parents do your share and help promote healthy lifestyles and positive choices among young people to change the "THREATS to TREATS" 	<p>Tell that Adolescence is a period of increasing vulnerability and risks. These risks and threats pose very real dangers to the adolescent's safety, health, well-being and future. Adolescents today are exposed to a growing number of more diverse threats and risks</p>

<p>8</p>	<div style="background-color: #0056b3; color: white; padding: 5px; display: flex; align-items: center;"> SYNTHESIS AND INTEGRATION </div> <ul style="list-style-type: none"> YOU should always remember that your adolescents are your future! When you protect them, you safeguard not only their present, but also their future. As PARENTS, you have a big role to play in your children's development. 	
<p>9</p>	<div style="background-color: #0056b3; color: white; padding: 5px; display: flex; align-items: center;"> SYNTHESIS AND INTEGRATION </div> <ul style="list-style-type: none"> Communication can be great form of giving, the giving of self- revealing, giving of patient listening and understanding Remember to tell them that you care about their happiness and well being 	
<p>10</p>	<div style="background-color: #0056b3; color: white; padding: 5px; display: flex; align-items: center;"> SYNTHESIS AND INTEGRATION </div> <p>Writing an ACTION PLAN</p> <ul style="list-style-type: none"> What will I do with my adolescent when they get home? 	<p>ASK the participants to write a simple action plan –i.e. one thing that they would do with their adolescent when they get home?</p> <p>These will be submitted to the training staff for monitoring.</p>
<p>11</p>	<div style="background-color: #0056b3; color: white; padding: 10px; display: flex; align-items: center; justify-content: center;"> MARAMING SALAMAT PO. 😊 </div>	<p>ASK the participants if they have questions or clarifications from the session and answer them accordingly. Thank the participants for their participation and introduce the following session.</p>



EBALWASYON PARA SA AKTIBIDAD

(Maaaring sagutan ng indibidual o kaya grupo)

Pangalan / Grupo _____ Barangay _____

Masaya kami na makasama kayo ngayong araw! Nais namin na humingi ng gabay para mapabuti ang ating workshop. Maari po lamang na sagutin ang mga katanungan ayon sa sariling pananaw.

I. Mga Session at Workshop

Anung tema ang inyong pinakanagustuhan at bakit?

a. Session: _____

b. Bakit ito ang inyong pinaka nagustuhan?

II. Anung tema ang hindi ninyo masyadong nagustuhan?

a. Session: _____

b. Bakit ito ang hindi ninyo masyadong nagustuhan?

Para sa ating mga tagapagsalita/ speaker, lagyan ng tsek ang naayon na marka:

Speaker	Napakagaling	Magaling	Katamtaman	Nangangailangan ng Pagpapabuti

Komento at Suhestiyon para sa ginamit sa pagtuturo: (Lecture, Group Work, at iba pa)



**ZUELLIG FAMILY
FOUNDATION**

Magbigay ng komento sa mga sumusunod:

PAGKAIN	
LUGAR	
TAGAPANGASIWA	
IBA PA	



MATERIALS CHECKLIST	
Activity	

ITEM	QUANTITY (pcs)
Attendance Sheet	
Print Program	
Metacards (yellow, white, blue, green)	
Felt Tip Marker/Pentel Pen	
White Board Markers	
Whiteboard	
Manila Paper	
Bond Paper	
Notebooks	
Ballpen	
Adhesive Tape/Masking Tape	
Scissors	
Digital Lens Projector	
Laptop	



PAGSUSULIT (Pre- Test)

Direksyon: Basahin at intidihin ang mga sumusunod na pangungusap. Lagyan ng tsek ang kahong nasa bandang kanan na tumutugma sa pangungusap sa bandang kaliwa.



- | | | |
|--|--------------------------|--------------------------|
| 1. Ang mga pagbabago sa isang nagbibinata at nagdadalaga ay hindi lamang pisikal ngunit kasama din ang pag- iisip at pag- uugali. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Para maprotektahan ang anak na teenager, ang magulang ang maaring magdesisyon para sa anak. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Sa paglalakbay ng isang teenager sa buhay, sila ay nangangailangan ng gabay at supporta ng magulang na naiintindihan ang kanilang pinagdadaanan. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Ang pagbubuntis ng isang teenager ay maaring makadulot ng panganib sa buhay ng babae at sanggol. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Ang mga teenager na maagang nakikipagtalik ay hindi maaring mawalan ng tiwala at pagpapahalaga sa sarili. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Maaring makaapekto sa tamang saloobin at pagpapasiya ng mga anak ang pagpapakita ng magulang sa kahalagahan ng maayos na relasyon sa loob ng pamilya. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Isa (1) sa sampung (10) sanggol na ipinapanganak sa Pilipinas ay anak ng isang teenager. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Ang mga teenager ay kadalasang komportable na pag- usapan ang kanilang personal at sensitibong isyu sa kanilang mga magulang. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Ang edad 15- 25 taong gulang ay maituturing na “adolescent” o “ teenager”. | <input type="checkbox"/> | <input type="checkbox"/> |



10. Isa sa mga problema na maaring harapin ng isang teenager na magulang ay paghinto sa pag- aaral at pagkawala ng pagkakataon na magkaroon ng maayos na kinabukasan.

11. Ang mga pagbabago sa paligid at lipunan ay hindi nakakaapekto sa mga pamilya.

12. Ang isang teenager ay maaaring gumamit ng Family planning method katulad ng implanon o kaya condom para maiwasan ang maagang pagbubuntis o pagkaroon ng HIV/AIDS.

-----KATAPUSAN NG PAGSUSULIT-----

PAGSUSULIT (Post- Test)

Direksyon: Basahin at intidihin ang mga sumusunod na pangungusap. Lagyan ng tsek sa kahon kung tama o mali ang isinasaad na impormasyon ayon sa iyong pananaw.



1. Ang mga pagbabago sa isang nagbibinata at nagdadalaga ay hindi lamang pisikal ngunit kasama din ang pag- iisip at pag- uugali.

2. Para maprotektahan ang anak na teenager, ang magulang ang maaring magdesisyon para sa anak.

3. Sa paglalakbay ng isang teenager sa buhay, sila ay nangangailangan ng gabay at supporta sa mga magulang na naiintindihan ang kanilang pinagdadaanan.

4. Ang pagbubuntis ng isang teenager ay maaring makadulot ng panganib sa buhay ng babae at sanggol.

5. Ang mga teenager na maagang nakikipagtalik ay hindi maaring mawalan ng tiwala at pagpapahalaga sa sarili.

6. Maaring makaapekto sa tamang saloobin at pagpapasiya ng mga anak ang pagpapakita ng magulang sa kahalagahan ng maayos na relasyon sa loob ng pamilya.

7. Isa (1) sa sampung (10) sanggol na ipinapanganak sa Pilipinas



ay anak ng isang teenager.

- | | | |
|---|--------------------------|--------------------------|
| 8. Ang mga teenager ay kadalasan na komportableng pag- usapan ang kanilang personal at mga sensitibong isyu sa kanilang mga magulang. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Ang edad 15- 25 taong gulang ay maituturing na adolescent/ teenager. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Isa sa mga problema na maaring harapin ng isang teenager na magulang ay paghinto sa pag- aaral at pagkawala ng pagkakataon na magkaroon ng maayos na kinabukasan. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Ang mga pagbabago sa paligid at lipunan ay hindi nakakaapekto sa mga pamilya | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Ang pagiging isang teenager ay nahaharap sa mga pagsubok na may kinalaman sa: pang- aabuso, maagang pakikipagtalik, pagbibisyo, drop- out sa paaralan at kakulangan sa tamang kaalaman. | <input type="checkbox"/> | <input type="checkbox"/> |

-----KATAPUSAN NG PAGSUSULIT-----

ANSWER KEY:

1. Tama
2. Mali
3. Tama
4. Tama
5. Mali
6. Tama
7. Tama
8. Mali
9. Mali
10. Tama
11. Mali
12. Tama