

# PARENT-TEEN T A L K

Interactive Sessions for Nurturing Effective Parent-Teen Communication on Sexual and Reproductive Health



**FACILITATOR'S GUIDE** 

#### **ACKNOWLEDGEMENT**

The Commission on Population (POPCOM) would like to thank the World Health Organization (WHO) for their kind support towards the development of this Facilitator's Guide. Gratitude is extended to POPCOM Regional Offices for providing technical and administrative assistance in the coordination and conduct of the baseline study, consultations, pre-testing, and finalization workshops. This module would not have been possible without the participation of all the adolescents and parents during the baseline study and pre-testing of the guide. Lastly, acknowledgement is accorded to the following writers and facilitators during the drafting and finalization of the guide:

#### Team 1

- Lourdes Nacionales, Division Chief, POPCOM Administrative Division (AD)
- Elban Iglupas, Information Officer II, POPCOM Region XII
- Dominie Busacay, Information Officer II, POPCOM National Capital Region (NCR)
- Anne Kristine Ochavo, Information Officer I, POPCOM Information Management and Communications Division (IMCD)
- Edelene Ann Fernandez, Information Officer I, POPCOM Cordillera Administrative Region (CAR)

#### Team 2

- Reynaldo Wong, Regional Director, POPCOM Region IX
- Marilyn Ogaya, Planning Officer IV, POPCOM Region IV
- Mylene Mirasol Quiray, Information Officer IV, POPCOM Information Management and Communications Division (IMCD)
- Theresa Soriano, Information Officer IV, POPCOM Region II
- Maria Cristina Martinez, Information Officer II, POPCOM Region I
- Kevin Suela, Information Officer II, POPCOM Information Management and Communications Division (IMCD)

#### Team 3

- Magdalena Abellera, Regional Director, POPCOM Region V
- Eleanor Cura, Regional Director, POPCOM Region III
- Susana Codotco, Division Chief, POPCOM Information Management and Communications Division (IMCD)
- Myrna Alaba, Information Officer III, POPCOM Region VII
- Rommel David, Information Officer III, POPCOM Information Management and Communications Division (IMCD)
- Grace dela Cruz, Information Officer III, POPCOM Information Management and Communications Division (IMCD)

#### Team 4

- Lyra Gay Ellies Borja, Planning Officer III, POPCOM Policy Monitoring and Evaluation Division (PMED)
- Bai Agnes Sampulna, RD, POPCOM Region XI
- Melanie Alberto, Planning Officer IV, POPCOM Region VIII
- Moises Villacorta, Information Officer III, POPCOM Region XI
- Ann Sumalpong, Planning Officer II, POPCOM Region X
- Leanna Marie Gonzales, Librarian, POPCOM Information Management and Communications Division (IMCD)

Acknowledgement is also accorded to Mr. Nilo Yacat of Center for Health Solutions and Innovations (CHSI) Philippines Inc. for the technical inputs and for Ms. Jean Veriel Bulasa, Graphic Artist from Information Management and Communications Division (IMCD).

#### **FOREWORD**

In today's world where information is highly accessible from various sources, the capacity and role of parents in guiding their adolescent children in their journey towards growth and development is greatly challenged. An open and effective communication between parents and their adolescent children remains a critical component of adolescent development, along with the expectation that adolescents need to establish their identity and independence as part of their developmental tasks.

Recognizing the critical role of parents as primary educator of their children, the Commission on Population (POPCOM) continues to pursue innovative and effective ways to educate and capacitate parents, guardians and adults to guide adolescents to address various factors affecting their development particularly those related to their sexuality and reproductive health. Within this thrust, POPCOM developed the Parent-Teen Talk – a more interactive and participative communication strategy that aims to provide appropriate information and skills in effective communication about sexuality-related concerns between parents and their adolescent children. It adopts a peer-to-peer approach that aims to enable both parents and adolescents to bridge the gap in discussing sexual and reproductive health issues so they can effectively journey together towards the attainment of their potentials and aspirations.

This Facilitator's Guide for the conduct of Parent-Teen Talk is our initiative to provide alternative learning methodologies for educating parents and adolescents on sexual and reproductive health. It is our hope that through this material, more innovative and effective means of providing accurate information and skills to parents and adolescents would be instituted and sustained both in school and in communities. We then encourage all relevant organizations and adolescent health workers to use this material to continuously enable and empower Filipino adolescents to realize their development goals and aspirations.

#### INTRODUCTION

Good communication between parents and their children is critical to the sexual development and overall well-being of adolescents particularly in view of the easy and heightened access of adolescents to information through various media. Without proper guidance, adolescents are exposed to inaccurate information that can lead them to risky behaviors.

In the Philippines, it is culturally expected that parents serve as the primary provider of information about sexuality-related issues. However, parents are usually uncomfortable or unable to discuss information about sex, sexuality and romantic relationships with adolescents. This drives adolescents to turn to their friends and other sources of information. This glaring incapacity was highlighted in a recent study (CHSI, 2016) that showed that Filipino parents, while recognizing their need to educate their adolescent children on sexuality-related concerns, feel ill-equipped to engage their teens in a non-threatening discussion about preventing teen pregnancies and sexually-transmitted infections.

Within this context, there is a continuing need to nurture good and effective parent-adolescent communication especially about sexuality-related concerns to effectively enable adolescents to make responsible decisions. Interventions for the promotion of adolescent health and development need to focus on "facilitating communication between parent and child, training parents to communicate in a non-confrontational manner, while also giving children an opportunity to express their thoughts and feelings" (Ochoa & Torre, 2015).



POPCOM's Initiatives on Capacitating Parents. As part of its strategies for Adolescent Health and Development (AHD) which aims to reduce the incidence of pregnancies among adolescents, POPCOM has implemented interventions that aim to enable parents and adolescents to effectively communicate to each other especially on sexuality-related

matters. POPCOM implemented various capacity-building and interactive group discussion approaches such as the conduct of parents' sessions using the The Learning Package on Parent Education on Adolescent Health and Development (LPPEAHD). A full-blown session on LPPEAHD provides parents with comprehensive knowledge and life skills on effectively communicating with their adolescent children particularly on sexuality-related issues and concerns. It also provides an opportunity for a dialogue between parents and their adolescent children. Furthermore, POPCOM has also implemented the U4U (Youth-for-Youth) Teen Trail – a school- and community-based interactive session among adolescents which aims to provide accurate and age-appropriate information about sexual and reproductive health and other development-oriented concerns to prevent teen pregnancy.

In the continuing assessment of these interventions, the need to improve or expand its methodologies into more engaging and interactive adult learning process was underscored. Sessions have been found that more interpersonal interaction is needed, as well as introspection to make the learning process more personal and dialectic between parents and their adolescent children.

Within this context, POPCOM and the World Health Organization (WHO) embarked on a partnership to pilot-test a Parent-Teen Trail that is patterned after the learning methodologies of the U4U Teen Trail. Such initiative provided a significant insight towards the adoption of the U4U learning process for both parents and their adolescent children. Such process provided more interaction through learning approaches such as games, dialogues, and other structured learning activities that led to more personal realizations of learning than when done in a lecture or usual classroom-type session. As such, this Facilitator's Guide for Parent-Teen Talk was developed to guide the conduct of an alternative learning methodology for improving communication between parents and their adolescent children.



#### PARENT-TEEN TALK: OVERVIEW

The Parent-Teen Talk is a highly interactive and participative adult learning strategy that aims to educate and enhance the skills of parents as well as adolescents in a two-way communication about sexual and reproductive health concerns. It applies a peer-to-peer educational approach that engages parents and adolescents in mutually understanding the current environment within which the modern adolescents behave and live as they experience growth and development. It promotes a non-judgmental appreciation of how parents and adolescents behave and react towards issues about sexuality-related concerns so both parties understand where they are coming from. This common understanding of the various factors affecting the development of adolescents aims to break the barriers to parent-adolescent effective communication and eventually foster trust, respect, and partnership to more empowered parents and adolescents.

This parent-teen talk serves an alternative learning methodology for parent education on adolescent sexual and reproductive health. It is a support intervention for LPPEAHD. As such, it makes use of relevant modules, concepts and messages of said learning package.

The Parent-Teen Talk is broken down into two major tracks – the Parent Track and the Teen Track. Both tracks are simultaneously conducted through modular sessions interactively and progressively discussed in series of Stations. The first track exclusively involves parents while the second track involves adolescents only. They simultaneous go through the stations in their respective tracks and conclude to a heart-to-heart talk or dialogue with each other.

### **ABOUT THIS GUIDE**

This Facilitator's Guide provides detailed instructions for the organization, conduct, and assessment of the Parent-Teen Talk interactive sessions. It is intended for the use of facilitators or educators on adolescent sexual and reproductive health, responsible parenting, family development, and other similar themes.

This Guide is divided into the following major parts:

Sessions	Parent Track	Teen Track
1	Getting Started (Opening Program)	
2	My Adolescence Journey (When I was Young/When I Grow Up)	
3	<b>Body Talk:</b> Rediscovering my Adolescence (Station 1)	<b>Body Talk:</b> Appreciating my Adolescence (Station 1)
4	Parenting Talk: Parenting my Adolescents (Station 2)	Parent-Teen Relationship Talk: Relating with my Parents (Station 2)
5	Protective Talk: Protecting my Adolescent from Risks and Threats (Station 3)	<b>Risky Talk:</b> Protecting Myself from Risks and Threats (Station 3)
6	<b>Growing Together Talk:</b> Talking to my Adolescent Effectively (Station 4)	<b>Growing Together Talk:</b> Talking to my Parents Effectively (Station 4)
7	Bridging Session Heart-to-Heart Talk: Nurturing a Healthy, Empowering and Respectful Teen-Parent (HEART) Communicative Relationship	
8	Closing Session	

Parent Track. This track starts with the appreciation and understanding of the physical, emotional, and psychological changes that are happening to adolescents by journeying back to their own adolescence experiences (Throwback Talk). This aims to let parents understand the behaviors and tendencies of adolescents in the modern era and develop a non-judgmental and biased attitude towards adolescents. Parents then proceed to the Parenting Talk Session where they share their parenting styles and appreciate its implications to the way they relate to their adolescent children. Through this session, they are expected to realize the critical barriers to effective communication with their adolescents from the way they relate with their children as parents. Parents then discuss further in Protective Talk the different sexual and non-sexual risks behaviors that adolescents are facing and how they can protect their children from these risks and threats.

In the next station, parents discuss the most effective way to communicate with their adolescent children given the different insights they gained in the previous sessions. At the last station, parent and adolescent participants join together in a dialogue to mutually commit to a more harmonious, engaging, and empowering relationship.

Teen Track. Adolescent participants start with the understanding of the various changes that are happening to them in the Body Talk Session. This aims to let adolescents appreciate the expected changes and tasks that they may experience during the adolescence period. Adolescents then share with one another their experiences in relating with their parents to let them understand the critical barriers that constrain them to open up or communicate with their parents particularly on sexuality-related concerns (Parent-Teen Relationship Talk). Adolescents then further discuss the various risks and threats that they may be exposed to and the corresponding life skills that they need to address these development issues (Risky Talk). With an appreciation of these risks, they eventually discuss how they can improve their communicative relationship with their parents. This is to establish a partnership in achieving their potentials and aspirations (Growing Together Talk). This partnership is entered into commitment in the last station where they engage into a dialogue with the parents (Heartto-Heart Talk).

Each Session includes structured learning activities that facilitate and reinforce key messages; some notes or pointers for the facilitators; time-allotment and materials needed; and the key messages. The sessions are inter-related but they can be discussed independently. The process will be synthesized at the end of the Session to emphasize the learning in every session.

### NOTES ON THE CONDUCT OF THE SESSION







### **Length and Type of Participants**

The Parent-Teen Talk is a four-hour interactive learning experience for at least 10 couples and at least one of their teen children (20 adults and 10 teens). The maximum number of participants can be 20 couples (40 adults) and 20 teens. The participants may be prioritized from among families belonging from middle to lowest income groups.

The parents will be grouped into one group and the adolescents as another group. Each of the parent and adolescent groups shall be divided into four sub-groups. The division of the group may be done during the registration by creative methodology (e.g. by color or other labels).

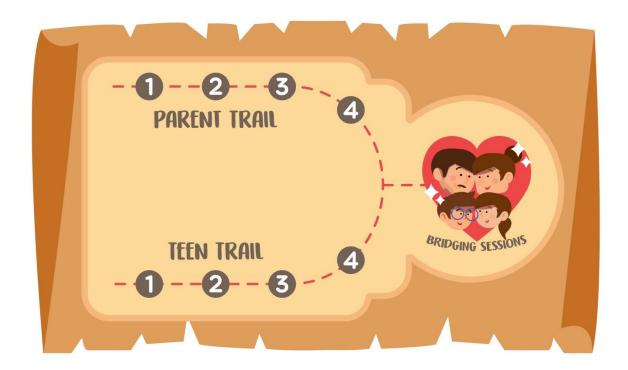


#### Venue

Due to the interactive and participative nature of the sessions, a venue that could accommodate simultaneous activities for at most 60 participants is needed. The venue should be able to provide parallel sessions without disturbing the groups undergoing the sessions simultaneously.

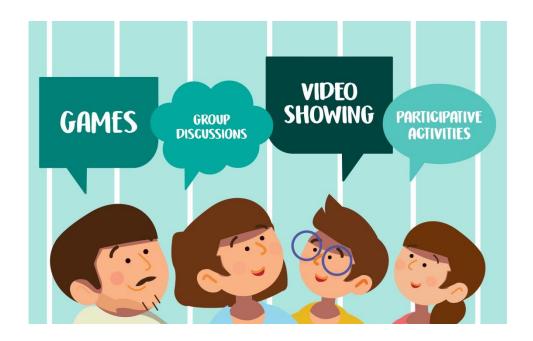
## **Opening and Closing Program**

A short opening program (10-15 minutes) where all participants are present shall be conducted to provide the background, objectives, and other important arrangements for the activity. After the four learning sessions, participants will be convened for a closing program.



#### **Parallel Sessions**

There will be parallel sessions for the parent and the adolescent groups. Each group will simultaneously undergo four Stations (about 40 minutes per Station) before they meet again together in a concluding Session. The sub-groups in the parent and adolescent groups will undergo every Station one group at a time.



#### **Learning Methodologies**

The sessions will be highly participative and interactive. Various structured learning activities such as games, group discussions, video showing, and other participative activities will be conducted to reinforce learning. As such, participants will be asked and encouraged to engage and undertake the activities and discussions to be conducted. Learning panels will also be used for every station.



#### **Facilitators**

Since the session employs peer-to-peer approach, the facilitators for the parent and adolescent groups should be from among their peers. As such, the facilitators for the group of parents may include parents or adults from population workers, local health service providers, community health workers, school teachers, and parent leaders from parent or civic organizations, local officials, and other similar organizations. Teen facilitators may include youth leaders who are either students or out-of-school.

The facilitators should have the following criteria:

- Has basic skills on group facilitation and discussions or public speaking; a.
- b. Has a potential leadership skill;
- Credible/recognized as role model on the various topics to be discussed; and
- Trained or oriented on the conduct of the Parent-Teen Talk.

Training of Facilitators. Facilitators shall be trained or oriented in the conduct of the Parent-Teen Talk. The training may be done in at least eight hours to provide the opportunity for the facilitators to simulate the process and, more importantly, internalize the key messages which they are to deliver to the participants.

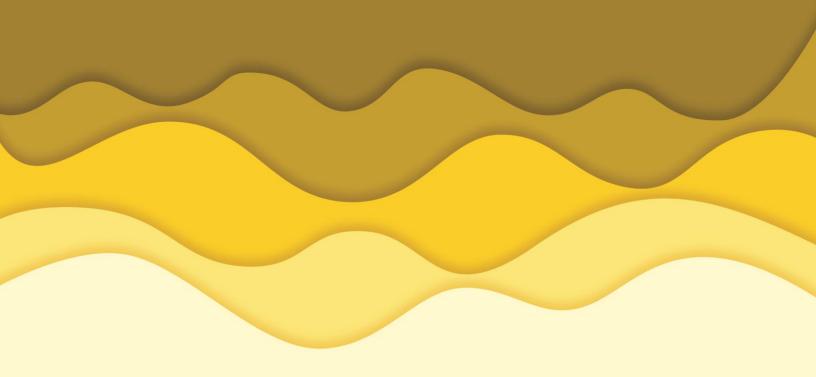
**Actual Conduct of Session.** The facilitator shall ensure to observe the following:

- 1. Make the discussion participant-centered by generating ideas from the participants through asking triggering questions.
- 2. Process the answers and relate to the key messages.
- 3. Avoid monopolizing the discussion in such a way that it will appear as classroom discussion.
- 4. Avoid asking questions or saying statements that will provoke emotions and sensitive information. In case of unexpected disclosure of information (i.e. abuse) that causes heightened emotion from a participant (i.e. disappointment, anger), refer the participants to the in-house guidance counselor or social worker.
- 5. Avoid coercing the participants to share personal information. Ensure that participation is willing and voluntary.

# **SAMPLE PROGRAM OF ACTIVITIES**

Time	Activity		
30 minutes	Preliminaries  Invocation  National Anthem Opening Message Objectives and Overview of Activity Getting to Know You		
30 minutes	<ul><li>My Adolescence Journey (When I was Young/ When I Grow Up)</li><li>Groupings and Instructions for Parallel Sessions</li></ul>		
	Parent Track	Teen Track	
30-45 minutes	<b>Throwback Talk:</b> Rediscovering my Adolescence	<b>Body Talk:</b> Appreciating my Adolescence	
	"Throwback Thursday"	"At The Moment"	
30-45 minutes	Parenting Talk: Parenting my Adolescents  "Rated PG (Parental Guidance)"	Parent-Teen Relationship Talk: Relating with my Parents  "Relationship Goals"	
30-45 minutes	Protective Talk: Protecting my Adolescent from Risks and Threats  "Their Fight, My Fight (#Laban)"	Risky Talk: Protecting Myself from Risks and Threats  "My Fight, Their Fight (#Laban)"	
30-45 minutes	Growing Together Talk: Talking to my Adolescent Effectively  "#WalkTheTalk"	Growing Together Talk: Talking to my Parents Effectively  "#TheRealTalk"	
30-45 minutes	Bridging Session Heart-to-Heart Talk: Nurturing a Healthy, Empowering and Respectful Teen-Parent (HEART) Communicative Relationship  "I will not Hurt You 'Cause I Heart You"		
20 minutes	Synthesis and Closing Program		

**Total duration of trail:** Three (3) to Five (5) Hours



# SESSION 1 GETTING STARTED

# **EXAMPLE 2** LEARNING OBJECTIVES

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

- Introduce themselves and know some basic information about their participants;
- 2. Establish friendly relationship with their fellow participants; and
- 3. Describe the objectives and overview of activities during the sessions.

## **ACTIVITY 1.** Preliminaries

<b>Total Time Required</b>	15 minutes
Materials Needed	Relevant AHD Information, Education, and Communication (IEC) Materials
Handouts	Program/Schedule of the Sessions and Concept Note or Objectives of the Activity

# **INSTRUCTIONS**

- 1. Open the activity with the following preliminary activities:
  - a. Invocation
  - b. National Anthem
  - Opening Messages (by organizers or officials present in the activity)
- Discuss the following objectives of the Parent-Teen Talk in a manner that is understandable and appealing to the participants:
  - a. At the end of the entire session, the participants would be able to:
    - Describe the different physical, psychological, and social changes that are happening to adolescents and the expected behaviors among adolescents during the changes;

- ii. Describe the way parents relate with their children and vice-versa (children relating to their parents);
- iii. Identify and discuss the sexual and non-sexual risk behaviors and threats among adolescents and the life skills needed by parents and adolescents to address them; and
- iv. Discuss how to improve parent-adolescent communication especially among sexuality-related concerns.
- 3. Explain to the participants why they need to achieve the objectives presented to them.
- 4. Ask the participants to refer to the program of activities distributed to them. Describe briefly the activities and expected outputs for each activity.
- 5. Encourage the participants to ask questions or clarify confusing topics.
- 6. Announce to the participants important administrative arrangements that they need to accomplish (i.e. filling in and submission of feedback forms).

# ACTIVITY 2. Getting To Know You



**Total Time Required** 12 minutes



**Materials Needed** 

Name tag/plate

# **INSTRUCTIONS**

- 1. After the preliminary activities, let the participants be acquainted with each other through any of the following activity:
  - a. Play the "Bring Me Game." Ask the participants to bring in front some items related to their family such as picture of family members, gift from family members, text message from parents or children, and other items. Give out a token to the first participant who handed out the said item to the facilitator.

- b. Conduct the "Group Game." Let the participants group themselves into the following groups: i) birthday month; ii) year of birth; iii) the first letter of their name; and other groups that can make them be acquainted with each other. As they are in their group, let all participants share to the group their names, their children or parents who are with them, and the specific information according to the categories called by the facilitators.
- c. Conduct other introductory activities suggested in Annex 1.



# ACTIVITY 3. Session Mechanics



**Total Time Required** Three (3) minutes

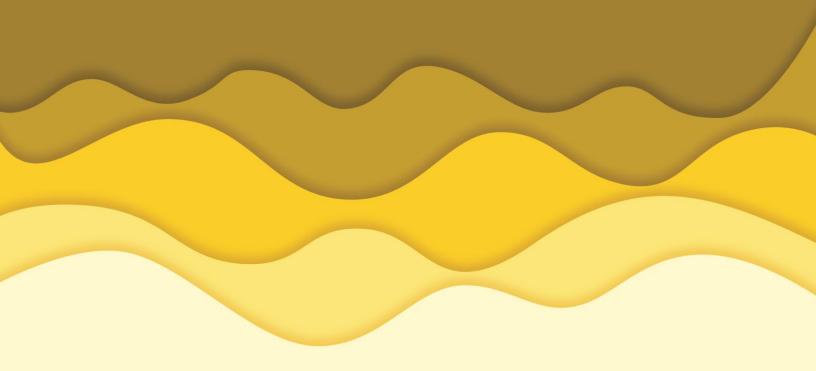


**Handouts** 

Workshop Mechanics and Program of Activities



- 1. Discuss with the participants the following mechanics:
  - The participants will be divided into two (2) major groups the group of parents and the group of adolescents. The parent and adolescent groups will simultaneously go through series of sessions in designated Stations.
  - b. Each group will be divided further into four (4) groups.
  - c. Each group will be assigned to a station where they will go through specific sessions.
  - d. Each group then will go to the next station until they finished all the Stations.
  - e. After the last station, all groups will convene in a plenary where they will go through the final session together.
  - f. All participants are encouraged to actively participate in the activities and discussions in each session.
- 2. After discussing the mechanics for the sessions, let or lead the participants to break out into two (2) groups: Parent's group and Teen's group.



# SESSION 2 MY ADOLESCENCE JOURNEY

# LEARNING OBJECTIVES

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

- 1. Describe their personal experiences during their adolescence stage;
- 2. Describe the intergenerational gap or difference between their experience and the current behaviors and contexts their adolescent children are going through; and
- 3. Describe insights from the sharing of their experience as adolescents and that of their adolescent children.



This activity is a plenary session to be conducted separately for parents and teens: "When I was Young" for parents while "When I Grow Up" for teens.

Total Time Required	30 minutes
Materials Needed	<ol> <li>Standees or signage with the following labels:         <ul> <li>a) Riding a Roller Coaster;</li> <li>b) Climbing a Mountain;</li> <li>c) Walking on a Hanging Bamboo Bridge; and</li> <li>d) Going Through a Long Dark Tunnel posted in different corners of the room or space provided for such Station.</li> </ul> </li> <li>Panels for both parent and teen track</li> </ol>

# **INSTRUCTIONS**

#### FOR PARENTS: When I was Young

1. Welcome the participants and introduce the session. Emphasize the following points:

We as parents always want the best for our children. We guide them through the best way we know how. Sometimes, however, we exhibit judgmental attitude towards our adolescent children because we deal with them from the perspective of our own adolescence experience. We usually say "noong panahon namin..." and we hear them say the sentiment "hindi 'nyo kami naintindihan..." In this session, we will try to go back to our own experience or journey when we were adolescents ourselves. Through that journey, let us gain some insights in understanding the way our adolescent children behave in today's context.

- 2. Ask the participants to recall their experiences when they were adolescents. Ask them to describe such experience through the following images:
  - a. Riding a Roller Coaster;
  - b. Climbing a Mountain;
  - c. Walking on a Hanging Bamboo Bridge; and
  - d. Going Through a Long Dark Tunnel.
- 3. Instruct them to go to the space where the specific image that describes their adolescence experience is posted.
- 4. Ask the participants to share to their group why they have chosen such image. Let all participants in the group share their experiences to each other.
- 5. After they finished sharing within the group, bring their attention to the big group and process the activity by asking the following questions:
  - a. What were the common emotions you felt during your adolescence?
  - b. What were the common changes that you observed in your body, feelings, and relationships when you were adolescents?

- c. What did you feel as you went back to that experience?
- d. Looking back to your own experience as an adolescent, what are your most significant insights or realizations as you compare your experience with that of your adolescent children now? Did you have changes in your attitude towards your adolescent children as you looked back to your own experience?
- 6. As you process their experiences, underscore the key messages about the four (4) developmental tasks provided below. Refer to Annex 1 for additional readings to deepen the discussion on the key messages
- 7. Close the activity by stating that, "Responding to the needs of your adolescents require a deeper understanding of what they are going through at their present stage. It is only by having an open mind to their behaviors, their dreams and passions, and all the things that they are going through at their current stage of development that you as parents would know and better understand them. Thus, you would become their partners in their development. It is, therefore, worthwhile to discover or rediscover the journey of adolescents towards development."

As parents you need to show to your adolescent that you CARE:

CONNECT and communicate with your adolescent children

ADVICE your adolescent that it is natural to feel confused, awkward and strange.

**REASSURE** them that these changes are normal and part of growing up.

**ENCOURAGE** adolescent to talk about their feelings and ask questions about whatever bothers and concerns them.

### FOR TEENS: When I Grow Up

1. Welcome the participants and introduce the session. Emphasize the following points:

We are now in a very exciting but challenging phase in our life – the adolescence. Adolescence is like a journey. As we go through this journey, we experience different kinds of emotions and changes we see in our bodies. Let us then talk about that experience.

- 2. Ask the participants to reflect on their experiences through adolescence. Ask them to describe such experience through the following images:
  - Riding a Roller Coaster; a.
  - b. Climbing a Mountain;
  - c. Walking on a Hanging Bamboo Bridge; and
  - d. Going Through a Long Dark Tunnel.
- 3. Instruct them to go the space where the specific image that describes their adolescence experience is posted.
- 4. Ask the participants to share to their group why they have chosen such image. Let all participants in the group share their experiences to each other.
- 5. After they finished sharing within the group, bring their attention to the big group and process the activity by asking the following questions:
  - What were the common emotions expressed during your adolescence? a.
  - b. What were the common changes observed in your body, feelings, and relationships?
  - c. What are your insights and feelings as you reflected on your experience?
  - d. Looking back at your own experience as an adolescent, what are your most significant insights or realizations?
- 6. As you process their experiences, underscore the key messages about the four (4) developmental tasks provided below. Refer to Annex 1 for additional readings to deepen the discussion on the key messages
- 7. Close the activity by stating that, "As adolescents you need to have a deeper understanding of what you are going through at their present stage. It is only by having an open mind to what you are going through at this current stage of development that you would know yourself better and understand this journey."

As adolescents, you need to remember that you CARE:

CONSIDER the stages that you are going through and understand that it is a normal part of growing up

**ACKNOWLEDGE** that it is natural to feel confused, awkward and strange.

be **REASSURED** that these changes are normal.

you are ENCOURAGED to talk about your feelings and ask questions about whatever bothers and concerns you.

# KEY MESSAGES

- The essence of the developmental tasks among adolescents is captured in the four (4) "I's". These are – Identity or Individuality, Independence, Intimacy, and Intellectual Ability.
  - IDENTITY or INDIVIDUALITY Forming an identity is a lifelong process. However, crucial aspects of identity are typically formed during adolescence including developing an identity that reflects a sense of individuality as well as connection to people and groups.
    - Another part of this task is developing a positive identity around gender, physical attributes, sexuality, and ethnicity as well as sensitivity to the diversity of groups that make up Filipino society.
    - Adolescents start to become a 'new someone' while feeling confused about which path to take.
    - They need to feel unique but wants to belong with peers. Exploration, experimentation and trying on varied roles, being curious, and constantly changing interests and preferences are all part of the struggle to define one's identity.
    - As teenagers move through middle and late adolescence, the tendency to submit to peer pressure declines. They begin to have a life of their own. They no longer want to be seen as being like other people. They want to be recognized as unique individuals apart from their peers.
    - Adolescents usually start to develop a more complex understanding of moral behaviors, values, and underlying principles of justice and other virtues. They start to question imposed beliefs and adopt more personally meaningful values, religious views, and belief systems to guide their decisions and behaviors.

**Tell parents to:** LEARN to respect their adolescents' individual preferences in the way they express themselves. Give them space to choose and decide for themselves. Guide them when they are confused. DO NOT BE JUDGEMENTAL and RESPECT their sexual and gender identity.

**Tell adolescents to:** LEARN the cultural background and stories of your parents so you can have a sense of your cultural roots as part of the process of forming your identity. APPRECIATE AND PURSUE your strengths, interests, and passions to decide on and pursue your own life goals and aspirations. DO NOT JUDGE other people's sexual and gender identity.

- O INDEPENDENCE -Adolescents want to be able to make own decisions, choose friends, plan activities, and make their own dreams. Adolescents may yearn to keep a safe, secure, supportive, dependent relationship with their parents as they used to during childhood but they start to realize the need for independence, autonomy, and being one's own person.
  - In an attempt to assert their need for independence and individuality, adolescents may respond in seemingly hostile and uncooperative manner particularly towards their parents or family. As such, it is not easy for parents or teenagers to smoothly navigate this transitional stage as it often creates tension and strain in the parent-child relationship. Adolescents often do not recognize their need for adult supervision, guidance, and support in their transition to adulthood.
  - As adolescents pursue their independence they gravitate towards their friends with whom they identify with and find belongingness. They spend more time with them.
  - Research have shown that adolescents exhibit their best behavior when they
    remain closely connected to their parents but at the same time are allowed to
    have their own points of view.

**Tell parents to:** ACCEPT and SUPPORT your adolescent's quest for independence – of making their own choices and decisions. However, guide them in an enabling way where adolescents make their own decisions based on informed choice (e.g. giving all the information they need to make a good decision). LET them commit mistakes as part of their learning process. ENCOURAGE and BUILD critical thinking skills among adolescents by asking questions that help them think about the consequences of their actions.

**Tell adolescents to:** LEARN to make your own decisions through critical thinking. LET your parents or other responsible adults guide you in making sound decisions based on informed choice (e.g. giving all the information you need to make a good decision).

- INTIMACY Adolescents usually develop peer relationships that play powerful roles in providing sense of belongingness, support, connection, and affirmation in their lives. They tend to shift from friendships based largely on shared interests and activities to those based on sharing ideas and feeling, mutual trust, and understanding.
  - However, as part of their sexual maturation, adolescents feel sexual attraction to others and start to feel an urge to develop close, personal relationships with someone.
  - Sometimes, having a special friend or being "on" with someone, makes them feel "in" and it boosts one's confidence. When relationships are characterized by intimacy and good communication, teens are happier with themselves. Young people value the support, trust, and closeness they experience in romantic relationships. In fact, teens have more conflicts with their parents and peers than with romantic partners, though conflict within romantic relationships increases with age. Spending time together in activities that both partners enjoy is very important to young couples. When this dimension of intimacy is missing, relationships often come to an end.
  - Healthy relationships can support sexuality development, an important part of growing to adulthood. However, most adolescents believe that sex is part of a romantic relationship, as such, intimacy may result to sexual engagements. In most cases, these results to unintended pregnancies or infections to Sexually Transmitted Infections (STIs) and Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome (HIV/AIDS) that significantly impact on their capacity to achieve their life goals.

- Moreover, relationships can have other psychological down sides. Entering a romantic relationship almost inevitably leads to the emotionally vulnerable experience of breaking up. For teens who are more sensitive to rejection, breaking up can trigger a dive into self-doubt and despair. Low-quality relationships that are characterized by a lack of trust, constant conflict, and dating violence can also leave young people prey to depression and anxiety.
- It's also normal for children to have no interest in romantic relationships until their late teens. Some choose to focus on schoolwork, sports or other interests.

Tell parents to: UNDERSTAND and ACCEPT that part of adolescent's sexual maturation is their desire to engage into romantic relationships. Encourage them to openly share and communicate their sexual or romantic feelings without judgement. SUPPORT their emotional low moments (i.e. break-up). AGREE on reasonable or allowable age or time (i.e. after high school or college graduation) before your adolescent children engage into romantic relationship.

**Tell adolescents to:** UNDERSTAND that part of your sexual maturation is your desire to engage into romantic relationships. However, healthy sexual maturation does not always result into romantic relationships - DO NOT BE PRESSURED TO ENGAGE INTO A ROMANTIC RELATIONSHIP (to have a boyfriend or girlfriend). If you already have a romantic relationship, SHARE your experiences with your parents so they can properly guide you.

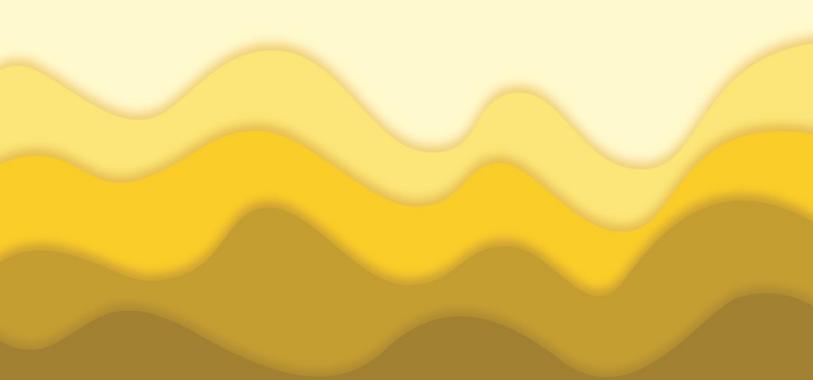
- INTELLECTUAL ABILITY OR COGNITIVE DEVELOPMENT development means the growth of a child's ability to think and reason. This growth happens differently during adolescent years.
  - In their cognitive development, adolescents develop more mature intellectual abilities that includes the following:
    - Thinking of more complex concepts or formal logical operations.
    - Abstract thinking. This means thinking about possibilities.
    - Reason from known principles. This means forming own new ideas or questions.
    - Consider many points of view. This means to compare or debate ideas or opinions.
    - Think about the process of thinking. This means being aware of the act of thought processes.
  - Moreover, adolescents experience a sudden increase in their ability to think about their world. However, they are also able to conceive of their world with a new level of awareness.

Adolescents become more socially conscious. They become more critical of the rationale and practicality of existing rules at home and in the society including the schools.

Tell parents to: ENCOURAGE adolescents to share ideas and thoughts with you no matter how petty or insignificant. Ensure to listen to what they are saying.

**Tell adolescents to:** PARTICIPATE in the discussions of variety of issues and current events at home, in the school, and in the community. ENGAGE in academic activities in school or other skill-building activities outside school.







# SESSION 3A BODY TALK: Rediscovering Myself



# LEARNING OBJECTIVES

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

- 1. Discuss the various physical and physiological changes that an adolescent will undergo;
- 2. Express confidence in discussing comfortably the various changes; and
- 3. Respond to queries and explain information that are scientific and age-appropriate.



Time	Activity	Resources
5	#Throwback	Rectangular placards with labels (AKO YAN at HINDI AKO YAN)
15	Metahuman	Panel of life-size male and female, rectangular metacards with labels of physical and physiological changes, masking/scotch tape, pentel pen or scissors, and envelopes/box for the labels
10	Bakit? (Why?)	U4U Bakit videos

# OPENING ACTIVITY. #Throwback

Total Time Required	10 minutes
Materials Needed	<ol> <li>Rectangular placards with labels (AKO YAN at HINDI AKO YAN)</li> <li>Panel for Station 1 (Parent Track) with key messages</li> </ol>

# **INSTRUCTIONS**

1. Welcome participants and introduce the session:

"Kayo ay dumadaan sa pagbibinata at pagdadalaga. Kumusta kaya tayo? Mayroon akong babasahin tungkol sa mga nangyari ngayong kayo ay binata at dalaga na. Kung ang binasa ko ay tungkol sa iyo, pumili ka dito sa AKO YAN. Kung hindi naman, pumila ka dito sa HINDI AKO YAN.

- 2. Show the two rectangular placards with AKO YAN and HINDI AKO YAN labels.
- 3. Read the statements one by one:
  - Nung ako ay unang niregla/wet dreams, nagsabi ako kay nanay at tatay.
  - Nung may tanong ako sa usaping sex, lumapit ako kay nanay at tatay.
  - Nung akoý nanligaw/ naligawan, ipinakilala ko siya kay nanay at tatay.
  - Nung ako ay may problema o pinagdadaanan, kay nanay o tatay ako lumalapit.
  - Noong ako ay gigimik with friends, nagpapaalam ako kay nanay at tatay?
  - a. Ask (1) one or two (2) participant/s to explain their answer/response every after each statement and
  - b. Process the activity by discussing who their sources of information were when they were growing up and had questions about the changes in their body.

# **MAIN ACTIVITY.** Metahuman

Total Time Required	15 minutes
Materials Needed	<ol> <li>Lifesize images of a female and male</li> <li>Metacards</li> <li>Permanent marker</li> <li>Panel for Station 1 (Parent Track) with key messages</li> </ol>

# **INSTRUCTIONS**

- 1. Introduce this activity as a race between two (2) groups.
- 2. Tell participants that they will be divided into two (2) groups. One (1) group will be assigned to work on the male image and the other on the female image.
- 3. Give participants a number of metacards.
- 4. Instruct them to write or describe in the metacards the various biological changes that are happening to adolescents based on their own experiences or that of their adolescent children (e.g. enlargement of breast; growth of facial hairs; etc.).
- 5. Instruct each group to post it to the corresponding body part where these changes happen. They have 60 seconds to do it.
- 6. Assign one reporter per group to present their output.
- 7. The group with the most number of correct placements wins the game.
- 8. Synthesize the activity by pointing out that the period of adolescence entails a lot of changes that parents should understand so they can properly guide them. Link the insights from the activity to the discussion of the key messages.

# **KEY MESSAGES**

- Adolescence is a period of transition from childhood to adulthood. It is marked by puberty which refers to the physiological or bodily changes that result in development of sexual and reproductive capacity. It is a time of rapid physical growth that brings about confusion, insecurities, and even fear among many adolescents.
- Puberty happens to everybody but it does not happen to everyone at the same time or phase.
- At puberty, boys and girls experience "growth spurt" and "sexual maturation." "Growth spurt" involves sudden or rapid growth or change in the physical body of an adolescent. Boys and girls increase in height and weight. The following are the most prominent physical changes during adolescence:

BODY PART	GIRLS	BOYS
	(IIIXIA)	DUIS

Skin	Skin becomes oily sometimes with pimples and acne	Skin becomes oily sometimes with pimples and acne
Hair	Hair increases on legs, underarms and pubic area	Hair increases on legs, chest, face, underarms and in pubic area
Breast	Enlargement of the nipple, breasts grow	Enlargement of the nipple, breasts grow
Body Size	Roundness of hips, shoulders broaden, weight and height increase	Shoulders and chest broaden, muscles become stronger, weight and height increase growth of Adam's Apple
Perspiration	Perspiration increases and body odor may be experienced	Perspiration increases and body odor may be experienced
Voice	Voice deepens slightly	Voice deepens and may crack
Sexual Organs	Period of menstruation begins (menarche – first menstruation)	Nocturnal emissions of wet dreams

- Note that most of the changes among adolescent girls and boys are the same. They just vary on the degree (i.e. enlargement of breast). If there is one major difference among adolescent boys and girls, it is their reproductive function signalled by wet dreams for boys and menstruation for girls.
- At puberty, the body starts the process of "sexual maturation" where boys and girls have become capable of reproduction. It also includes enlargement of primary sex organs. This is the period of "pagdadalaga" at "pagbibinata."
- According to research, the adolescent brain remains under construction. Cognitive processes such as reasoning, planning, and judgment, develop last. This might be responsible for immature and impulsive behavior and neurobehavioral excitement during adolescent life.
- As children go through adolescence, they are expected to successfully achieve the various developmental tasks for that human development stage. Unsuccessful achievement of these development tasks leads to inability to perform tasks associated with the next period or stage in life.

#### AS PARENTS...

- **ENCOURAGE** adolescents to talk to you whatever changes or feelings they are having so you can properly guide them.
- **PROVIDE** proper guidance to adolescents as they go through these physical and emotional changes. Do not be judgmental in guiding them – be factual. Assure them that the bodily changes that they are experiencing are normal part of adolescence.
- **DO NOT COMPARE.** Do not compare your adolescent children with your other children or other adolescents as these development changes have its own pace on individuals. Do not compare your generation and their current generation because the contexts within which they live are different from that when you were in adolescence stage. Learn to understand their current environment and the factors affecting their growth and development by openly and frequently talking to them.

# **EXECUTION SET OF SET O**



**Total Time Required** 10 minutes



**Materials Needed** 

U4U "Bakit?" Videos



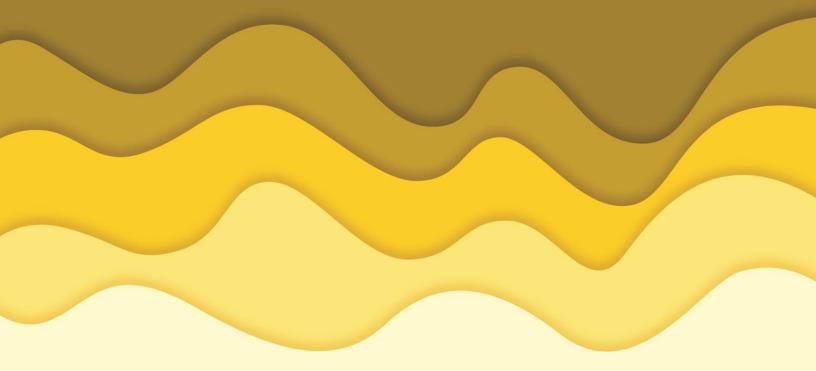
- Ask the participants how they felt while identifying all the physical and physiological changes happening during adolescence. (Was it easy or difficult? Why?)
- 2. Ask participants which change they think their teens are eager to know about.
- 3. Show them a metacard with the big word: BAKIT? Put the metacard near a change on the human paper.
  - Bakit may regla ang babae?

- b. Bakit may Adam's apple ang lalaki?
- 4. Ask participants which question about changes would be most difficult for them to answer (if asked by their teens).
- 5. Show the short animated videos, "Bakit matigas pag umaga?" and "Bakit girls lang ang may regla?"
- 6. Link the insights from this activity to the session saying: "Magtanong. Magusap. Matuto."

Say, "Always communicate with your adolescent children particularly on matters about sexuality and the physical and physiological changes you experience so that they will be well-informed and guided in their journey as adolescents."

# **REFERENCES**

- 1. Learning Package on Parenting Education on Adolescent Health and Development (LPPEAHD)
- 2. First Edition of Sexually Healthy and Personally Effective (SHAPE)



# SESSION 4A PARENTING TALK: Parenting my Adolescents

# LEARNING OBJECTIVES

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

- 1. Describe their parenting style or the way they relate to their adolescents;
- 2. Identify and articulate the implications of their parenting style to the way their adolescent children relate back to them;
- 3. Identify key areas of their parenting style and behaviors to foster more open communication between their adolescent children and to effectively guide them to achieve their potentials.

# **OVERVIEW**

Minutes	Activity	Resources
5	I Like It!	Cut-out of Facebook's Like Icon
15	Ano'ng Style Mo? (What's Your Style?)	Bibingka with various parenting style Bird (Paper or alive, but not required)
10	Languages of Love (with Pledge of Commitment)	Metacards, Pen



## **OPENING ACTIVITY.** I Like It!

(L)	<b>Total Time Required</b>	Five (5) minutes	
	Materials Needed	1. Cut-outs or placard of Facebook's Like icon;	
		2. Cut-outs of dialogue balloon for each of the following statements:	
		a. Hindi pwede!	
		b. Bahala ka!	
		c. Ang tigas ng ulo mo!	
		d. Aba, sumasagot ka na!	
		e. Tumahimik ka, bata ka pa!	
		f. Ang tanda-tanda mo na, hindi mo pa rin alam ang	
		ginagawa mo!	
		g. Sorry anak!	
		h. Kumusta ka anak?	
		i. I love you anak!	
		j. Tara, usap tayo anak!; and	
		3. Panel for Station 2 (Parent Track) with key messages (Annex 2)	

# **INSTRUCTIONS**

- 1. Ask the participants to reflect on the way they communicate or relate with their adolescent children. Give each participant with a large cut-out or placard of "FB Like" icon.
- Provide to the participants the following instructions:
  - I will be raising cut-outs of dialogue balloon with statements or phrase in it.
  - b. Raise your FB icon if you have already said this statement or phrase or similar words to any of your children.
- 3. After giving the instruction, begin to raise or show each of the prepared dialogue balloons. Ensure that the dialogue balloon containing the phrase "I love you!" is shown last.

- 4. For every dialogue balloon, ask two (2) to three (3) participants to share the instance or story when she/he told such phrase to his/her adolescent child. Ask them what they felt when they said the words or phrase to their children.
- 5. After the last dialogue balloon, process the activity by asking the following questions:
  - a. What were the languages that you think had a positive impact on your children? Negative impact? How does it affect them?
  - b. What did you feel when you said those words?
  - c. What was your child's reaction?
- 6. Connect the activity with the key messages through the following insights:

Words are powerful expression of what we feel. They build the type of relationship we have with others particularly with our children. As such, it is important that we become aware of the words and languages we use to communicate with our children. Remember: "May ibig sabihin ang sinasabi mo at hindi mo sinasabi."

The way we communicate with our children reflects our parenting style. Such parenting style, in turn, impact on the development of adolescent children.

7. Expound further the discussion by emphasizing the key messages below.

# **MAIN ACTIVITY.** Ano'ng Style Mo? (What's your style?)

	<b>Total Time Required</b>	20 minutes
THOUSE OF THE PARTY OF THE PART	Materials Needed	<ol> <li>A poster or sheet where the following situation is written:         "Minsan, lumapit ang anak mo sa'yo at nagpaalam na gagawa ng homework sa bahay ng kaniyang kaklase. Ano ang iyong sasabihin?"</li> <li>Illustration of "Parenting Style Bibingka"</li> <li>Panel for Station 2 (Parent Track) with key message</li> </ol>

# **INSTRUCTIONS**

1. Post or flash the poster with the written scenario and ask the participants on their answer to the question. Probe on what is their overall parenting style.

PARENTING STYLE	CHARACTERISTICS
Fun Way	Masayahin, positibo ang pananaw sa buhay, madaldal, makakalimutin, madaling magalit, paulit-ulit
My Way	Mapilit sa kagustuhan, determinado, prangka magsalita, diretso magsalita kahit nakakasakit, laging nasusunod, mainitin ang ulo
Right Way	Laging nag-aalala, detalyado, mahusay makiramdam, laging nagsususpetsa, madaling masaktan
Easy Way	Maluwag, malungkutin, tagapamayapa, tagapakinig, mahiyain, walang direksyon

2. Process their answers and sharing through the following insights:

Our parenting styles significantly affect the growth and development of our children. We shall learn from this session that the way we perform our role as parents impact significantly to the way our children cope with their developmental tasks.

3. Proceed with the discussion of the key messages.

# **KEY MESSAGES**

- The development process of children is influenced by a mixture of all the stimuli they come into contact with, both with individuals and with their environment. Since they first and substantially interact with their parents, they tend to have the most significant impact on whether the child's development is positive or negative.
- Parents perform their roles and responsibilities of rearing and forming their children in different ways and each parenting style provides different impact on the well-being and growth of their children. Each one carries different characteristics and brings about different reactions to the children.

- It is important to keep in mind that every parent-child relationship is different, so there is NO single absolute sure and effective way to go about parenting.
- In improving communication with adolescent children, it is important for parents to be aware of the way they and their children's way of expressing or communicating their love to each other. Sometimes, parents intend to express their love to their children in the way they know best but it is being received or interpreted differently by their children. Thus, tensions between parent and child arise because of misunderstanding.

#### AS PARENTS...

Parenting is a continuing and ceaseless challenge. Everyday, new challenges come and it tests our resolve to guide our adolescent children towards the best path we could take them. Our capacity is limited by various factors, but the most important thing is we recognize these limitations and work out to improve on them.

- **BE AWARE** of your parenting style to be more conscious of its impact on the way you guide your adolescent children.
- APPLY various parenting styles in applicable situations with the purpose of
  effectively guiding your adolescent children to become more mature and
  responsible adults.
- 4. Conclude the session by showing a picture of a hand holding a bird. Let them imagine that their parenting style represents the hand, while the bird represent their adolescent child.

State that "Parenting is like holding a bird in your hand. When you tightly hold and press your hand, the bird might die. On the other hand, when it is too loose, the bird might fly away."

As parents, the well-being and development of our adolescent children is in our hands. The way we hold and take care of them significantly determines how they grow as an individual. Our parenting style indicates how much freedom and enabling support we can provide to our children. The more we know ourselves and aware of how we relate to your adolescent children including our parenting behaviors, the more we can partner with them effectively towards the realization of their potentials and aspirations.





# **CLOSING ACTIVITY.** Languages of Love

Total Time Ro	quired 5 minutes	
Materials Nee	<ol> <li>Metacards</li> <li>Markers</li> <li>Panel for Station 4 (Parent Track) with key messages (Annex 2)</li> </ol>	

# **INSTRUCTIONS**

- Ask the participants how they often express their love to their adolescent children.
- 2. Process their responses by saying,

"As discussed earlier, you have different parenting styles that can impact your adolescent children. On this note, it is also very important to know your language(s) of love. By understanding your inherent love language, you can start to break down walls in forming a harmonious parent-teen relationship."

- Discuss the 5 Languages of Love According to Gary Chapman.
- 4. Ask the participants what languages of love that they need to demonstrate more. Let them elaborate their responses.
- Then, give each participants one (1) metacard. Instruct them to write their commitment as a parent on how they will better raise their adolescent children.
- Allow them to share their commitment to the group.
- 7. Process the activity and conclude by saying, "Our parenting styles and how we communicate our concern and love to our adolescent child can play significant role in their development. As parents, we need to ensure that they will be responsible and empowered individuals, especially in terms of their reproductive health and sexuality."

# **KEY MESSAGES**

According to Gary Chapman, there are five languages of love:

Love Languages	How to Communicate	Actions to take	Things to Avoid
1. Words of Affirmation	Encourage, affirm, appreciate, empathize, listen actively	<ul> <li>Send an unexpected note, text, or card</li> <li>Encourage genuinely and often</li> </ul>	Non-constructive criticism, not recognizing or appreciating effort
2. Physical Touch	Non-verbal gestures: use body language and touch to emphasize love	<ul> <li>Hug, kiss, hold hands, show physical affection regularly</li> </ul>	Physical neglect, long stints without intimacy, receiving affection coldly
3. Gift Giving	Thoughtfulness, make your children a priority, speak purposefully	<ul> <li>Give thoughtful gifts and gestures</li> <li>Small things matter in a big way</li> <li>Express gratitude when receiving a gift.</li> </ul>	Forgetting special occasions, unenthusiastic gift receiving
4. Quality Time	Uninterrupted and focused conversations, one-on-one time is critical	<ul> <li>Create special moments together, take walks and do small things with your adolescent teens.</li> <li>Have some weekend getaways.</li> </ul>	Distractions when spending time together, long stints without one-on-one time
5. Acts of Service	Use action phrases like "I'll help" They want to know you are with them, partnered with them.	or cook them breakfast, lunch or dinner	Making the requests of others a higher priority, lacking follow-through on tasks, big and small.

• People tend to naturally give love in the way that they prefer to receive love. As such, better communication between parents and adolescent children can be accomplished when one can demonstrate caring to the other person in the love language the recipient understands. An example would be if a child's love language is quality time, the child may not appreciate his/her parents who lavish his/her with expensive gifts.

#### AS PARENTS...

- **BE AWARE** of the love languages of your adolescent child to foster healthy relationship and communication with them.
- **ENCOURAGE** your adolescent children to have an open communication with you, especially in regards with their sexuality.

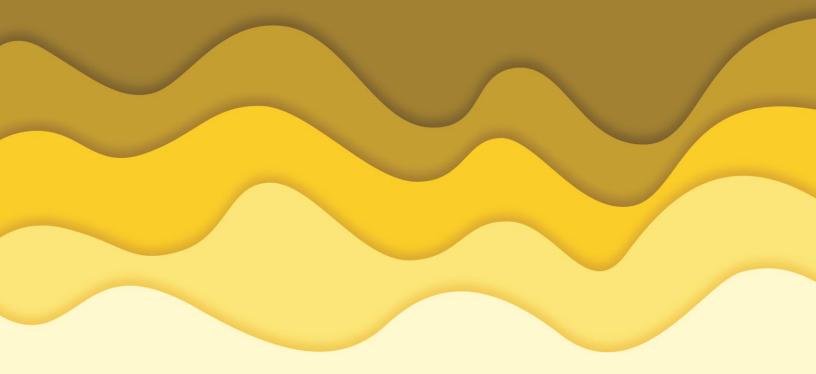
# **REFERENCES**

Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75(1), 43-88.

Ochoa, D. & Torre, B. (2016). *Parenting research in the Philippines: A review of the literature from 2004 to 2014.* Quezon City: Philippine Educational Theater Association.

https://www.parentingforbrain.com/4-baumrind-parenting-styles/

https://psychcentral.com/quizzes/parenting-style.htm



# SESSION 5A PROTECTIVE TALK:

**Protecting my Adolescents** from Risks and Threats



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

- Identify the threats and challenges affecting Filipino adolescents; and
- Identify parental roles in enabling adolescents to address these risks.



Minutes	Activity	Resources
15	Heartless Headlines	News headlines, 2-minute film "Puhon"
10	Life Goals	"Life Goals" board
5	Untangle	None



# OPENING ACTIVITY. Heartless Headlines

<b>Total Time Required</b>	15 minutes
Materials Needed	<ol> <li>Cardboard with the following texts (with the bold letters printed):         <ul> <li>a. 1 sa 10 batang babae (15-19), Buntis na</li> <li>b. 30 kaso ng HIV/AIDS, naitatala kada araw</li> <li>c. No Parent Around (NPA), dumadami</li> <li>d. Drugs, Talamak pa rin</li> <li>e. Dalaga inAbuso ng tambay</li> </ul> </li> <li>Panel for Station 3 (Parent Track) with key messages (Annex 2)</li> </ol>

# **INSTRUCTIONS**

- 1. Introduce the session by telling them that this is the session for "Protective Talk." Say, "In this session, we are going to discuss the threats and risks faced by adolescents nowadays."
- 2. Ask the participants if they are watching television, listening to radio, or reading the newspaper.

- 3. Then, show each of the cardboard to the participants and ask one of them to read the text loudly (as a newscaster). Ask them what's common among the news presented. Aside from these are all negative news, they are all "BANTA." Post the cardboard on the board in such a way that it forms vertically the word B-A-N-T-A. Tell them that these are the "usual" news we see on television or hear on the radio.
- 4. Discuss one by one the news by relating it to the different risks and threats faced by adolescents today. (see Key Messages for detailed explanation of the risks and threats)

Option: Show the 3<sup>rd</sup> Adolescent Health and Development (AHD) Film Festival Best Two-minute Film Winner "Puhon" produced by POPCOM Region VII which presents the different risks and threats in this session.

- 5. Let the participants reflect through the following guide questions?
  - a. Which of the news are you most afraid of because it might happen to your adolescent children? Why?
  - b. Is the issue prevalent in your community? Is your adolescent children vulnerable to this issue?
  - c. What can you do as parent to protect your adolescent children from the issue or risks?
- 6. Connect the activity with the key messages through the following insights:

In today's world, adolescents face various risks and threats that can undermine their growth and development. As parents, we need to be aware of these risks so we can work with our adolescent children for them to cope with or prevent the risks and threats. The facilitator may discuss the Life Skills (Refer to Annex 1 Session 5B) their adolescents should have to cope with or prevent the risks and threats.

# **KEY MESSAGES**

- Part of our role and responsibility as parents is to protect our children from various risks and threats that could undermine their growth and development. Understanding particularly the factors that bring these risks and threats gives parents insights on how to prevent or positively cope with them.
- Some of the major risks and threats confronting Filipino adolescents today include the following:

D' 1 /ml .	D 11 ID 110 I D 1111
Risks/Threats	Description and Parental Strategy to Protect Adolescents
Rising incidence	WHAT IS IT?
of early sexual	This is the early exposure of adolescents to sexual activities
involvement and	that may result to pregnancies and child birth.
teenage	WHAT ARE THE MAJOR CAUSES?
pregnancy	• Exposure to pornographic contents and materials
	Peer pressure
	Lack of appropriate information and life skills
	Exposure to risky behaviors such as substance use including
	alcohol and drugs
	Sexual abuse or rape
	Lack of parental guidance
	and or purchase guidance
	WHAT ARE THE KEY CONSEQUENCES?
	Dropping out from school (low educational attainment)
	<ul> <li>Forced to assume parental responsibility providing less</li> </ul>
	opportunity for personal growth (education and
	employment)
	Risky pregnancy including abortion (exposure to maternal
	death)
	Vicious cycle of poverty
	• Longer exposure to fertility (tendency to have more children)
	Psychological consequences (guilt, anxiety, depression)
	WHAT PARENTS CAN DO?
	Be aware about your own sexual values and attitudes.
	Talk to your adolescents about sexuality issues in a healthy
	and communicative way.
	Be involved in parenting adolescents – engage with them
	more often and encourage them to relate with you.
	Empower and guide your adolescents in setting their life
	goals and practicing necessary life skills to achieve them.

#### **Sexually Transmitted Infections (STIs)**

#### WHAT IS IT?

# including HIV-**AIDS**

• STIs are infections spread through sexual activity. There are many kinds of STIs. One of the most serious infections that people can acquire through sex is HIV, the virus that causes AIDS.

#### WHAT ARE THE MAJOR CAUSES?

- Mode of transmission
  - Transmitted only in certain body fluids (i.e. blood, semen, pre-seminal fluids, rectal fluids, vaginal fluids, breast milk) from a person who has HIV.
    - People get or transmit HIV through sexual behaviors and/or needle or syringe use.

#### WHAT ARE THE KEY CONSEQUENCES?

- Exposure to more serious health and medical complications (i.e. death)
- · Discrimination and social stigma

#### WHAT PARENTS CAN DO?

- Educate yourself about STI and HIV/AIDS so you can teach your children properly on how to protect themselves or to prevent infections.
- Refer your sexually active children to counseling and appropriate services.

#### Sexual Abuse, Harassment. **Exploitation and** Rape

#### WHAT IS IT?

• These are violations against the dignity, person, and rights of the person by imposing undesired sexual behaviors of a person over the other. It is often perpetrated using force or by taking advantage of another. This usually happens to adolescents through an adult perpetuator. However, rape and sexual abuse may also be perpetuated by their peers.

#### WHAT ARE THE MAJOR CAUSES?

- Occurs where one person uses a position of authority to compel another person to engage in an otherwise unwanted sexual activity.
- Individual risk factors:
  - History of sexual abuse at home
  - Homelessness or poverty
  - Lack of awareness and capacity to defend themselves against sexual abuse
  - Dysfunctional families
- Community risk factors:
  - Lack of institutional or systemic response to sexual abuse

- Culture of silence and tolerance
- Discrimination or stigma

#### WHAT ARE THE KEY CONSEQUENCES?

- Unintended pregnancies
- STI and HIV/AIDS infections
- Low self-worth and self-esteem (i.e. negative impact on the mental health of the victims)
- Vicious cycle of sexual abuse

#### WHAT PARENTS CAN DO?

- Do not make judgmental comments.
- Show that you understand and take very seriously what the victim says.
- Reassure your child that he/she was right to tell it and he/she is not to be blamed for it.
- Offer the child protection and promise that you will promptly ensure that the abuse stops.
- Be observant of the behaviors of your child.

#### Substance abuse (use of alcohol and illegal drugs)

#### WHAT IS IT?

• This issue pertains to the habitual or addictive use of alcohol and illegal drugs.

#### WHAT ARE THE MAJOR CAUSES?

- High stress levels and depression (e.g. tensions or stress arising from problems in the family, academic failures, and relationship problems)
- Early and sustained exposure to alcohol and drug use
- Peer pressure
- Lack of parental guidance

#### WHAT ARE THE KEY CONSEQUENCES?

- Chronic physical and mental health disorders
- Low self-esteem and deficiency in social skills
- Exposure to deviant behaviors or criminal acts
- Lack of focus on life goals
- Severed relationships

#### WHAT PARENTS CAN DO?

- Set positive example (i.e. role modeling).
- Openly communicate with your children and be involved in their lives.
- Talk about the consequences of alcohol and drug use and addiction.
- · Set clear rules and enforce them.
- Educate yourself about drugs.

- Teach your children with various life skills.
- Other risks and threats that may confront adolescents include the following:
  - Cyberbullying and other types of violence against children or adolescents
  - Malnutrition and unhealthy lifestyle
  - Dropping-out of school
  - Unemployment
  - Delinquency and exposure to criminal activities

# MAIN ACTIVITY. Life Goals

Total Time Required	10 minutes
Materials Needed	<ol> <li>Improvised "life goals" board</li> <li>Metacards</li> <li>Masking tape</li> <li>Small marker/ballpen</li> </ol>

# **INSTRUCTIONS**

- 1. Give a metacard and a marker to each participant.
- 2. In the metacard, let them write their answer to the question: How would you like to see your adolescent children 25 years from now?
- 3. After they have finished writing, let them post their answer to the "Life Goals Board."
- 4. Process the activity by emphasizing that the risks and threats discussed may hinder their adolescent children from achieving their life goals for them. Then, ask the actions they can do to protect their children from the risks and threats in order for them to achieve their goals and potentials.

#### AS PARENTS...

Always bring ART with your adolescents so that you will be able to prevent or cope with the risks and threats they face:

- A wareness is key. You cannot give what you don't have.
- R elate with them. Know their likes and dislikes.
- T ake time to bond with them. You may be able to give all the material things they need but are useless if you do not spend quality time with them.



## **EXECUTION CLOSING ACTIVITY. Untangle**



**Total Time Required** 5 minutes

# **INSTRUCTIONS**

- 1. Let the participants form a circle. Ask them to put their hand at the middle of the circle. When all hands are stretched forward, let their right hand find another person's hand, and their left hand find another hand. Make sure that both hands are holding another person's hand – no person holding both hands of the same person.
- 2. When all hands are holding another person's hands, instruct them to form a circle without breaking their grip unto the other person's hand. Give them about five (5) to eight (8) minutes to form the circle.
- 3. Let the participants stop when time expires whether they finish the task or not.
- 4. Process the activity by asking the questions:
  - a. How did you resolve the challenge or task? Were you just listening or actively contributing suggestions on how to solve the problem? Is there somebody who was leading or providing most of the instructions?
  - b. To those who provided suggestions, was your suggestion carried out? What did you feel (e.g. when your suggestion was not carried out by the group)?

- c. What factors did you think played out which made the group successful or unsuccessful in accomplishing the task?
- 5. Conclude the session by saying:

The issues and challenges being faced by our adolescent children are issues that involve the entire family and community. As such, in responding to these challenges, it takes both of us and our adolescent children to work together. Both of us should be able to understand what the problem is and identify actions to collectively solve them. We, as parents, and our children should listen to each other, understand and discuss the nature of the problem, and agree to work together to untangle the knot or address the issue.

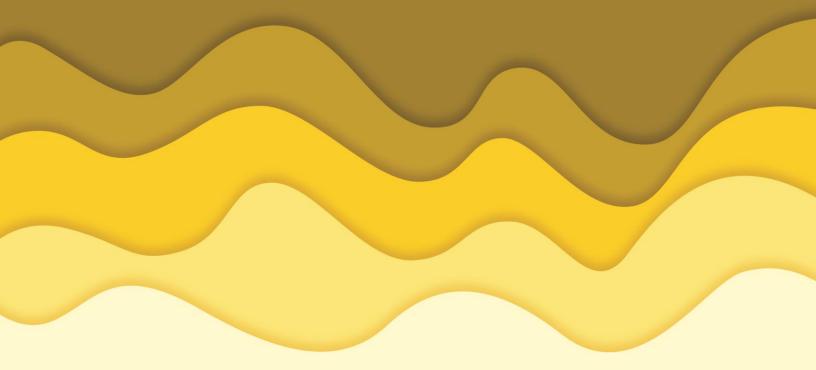
# **REFERENCES**

Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75(1), 43-88.

Ochoa, D. & Torre, B. (2016). Parenting research in the Philippines: A review of the literature from 2004 to 2014. Quezon City: Philippine Educational Theater Association.

https://www.parentingforbrain.com/4-baumrind-parenting-styles/

https://psychcentral.com/quizzes/parenting-style.htm



# SESSION 6A GROWING TOGETHER TALK:

Communicating Effectively with My Adolescent

# **EXAMPLE 2** LEARNING OBJECTIVES

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

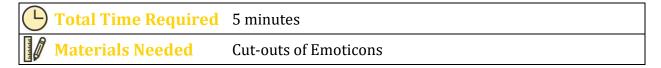
- 1. Identify the barriers to effective communication with their adolescent children;
- 2. Identify teachable moments to discuss sexuality-related concerns with their adolescent children: and
- 3. Identify more effective means or strategies in fostering open and nurturing communication with their adolescent children.

# **OVERVIEW**

Minutes	Activity	Resources
5	Kumustahan	Emoticons
10	Kaya Ko Yan!	Metacards
15	Time to Talk	Video clips



# **OPENING ACTIVITY.** Kumustahan



- 1. Pick an emoticon (happy, sad, angry, fear, and neutral or poker) that describes the status of parent-adolescent relationship.
- 2. Ask for volunteers to share their emoticons.
- 3. Process the sharing.
- 4. Proceed to the next activity.



# MAIN ACTIVITY. Kaya Ko 'Yan! (I can!)

<b>Total Time Required</b>	10 minutes
Materials Needed	<ol> <li>Cardboard with the following labels:         <ul> <li>Hindi Kaya</li> <li>Gustopero</li> <li>Kayang-kaya</li> </ul> </li> <li>Panel for Station 4 (Parent Track) with key messages (Annex 2)</li> </ol>

# **INSTRUCTIONS**

- 1. Post the cardboards in the panels (or at the back of the chairs for improvised session.)
- 2. Instruct the participants to line-up behind the chair that best describes their current capacity or skill in terms of communicating with their children on several topics. "Hindi kaya" indicates that the parent has not discussed the topic at all to his/her adolescent children and he/she does not intend to do so; "Gusto...pero..." indicates that the parent would want to discuss the topic but are constrained because of certain factors; and, "Kayang-kaya" means that the parent has discussed the topic already with their adolescent children.
- 3. Read each of the following statement after processing their responses of the participants:
  - Talk to them about the changes on their bodies (e.g. menstruation);
  - Talk to my adolescent child about their crushes or love interest; b.
  - Talk to them about entering into intimate relationships (e.g. boyfriend or girlfriend;
  - d. Talk to them about their sexual activities (e.g. kissing or sexual intercourse);
  - Talk to them about using condom;
  - f. Talk to them about the consequences of their risky sexual activities such as pregnancy and STI or HIV/AIDS infections; and

- g. Talk to them about sexual abuse and other risky behaviors.
- 4. Process the activity by asking the following questions while interjecting the key messages below:
  - a. For those who lined-up behind "Hindi Kaya"
    - i. What kept you from talking with your adolescent children about the topic?
    - ii. After the insights you learned from the different sessions, are you planning to discuss the topic to your adolescent children?
  - b. For those who lined-up behind "Gusto...pero"
    - i. What kept you from talking with your adolescent children about the topic?
    - ii. After the insights from the various sessions, do you feel that the topic should be discussed with your children?
    - iii. How do you intend to talk with your adolescent children about the topic?
  - c. For those who lined-up behind "Kayang-kaya"
    - i. How did the conversation go? How did you talk about the topic with your adolescent children?
    - ii. What facilitated the discussion?
    - iii. How did you feel during the conversation?
    - iv. What was the reaction of your adolescent children?
    - v. What do you think can be done to improve or sustain the conversation?



# **CLOSING ACTIVITY.** Parenting Videos

Total Time Required	15 minutes
Materials Needed	<ol> <li>Video clips about:         <ul> <li>a. #WeAreHomemade: Homemade Hero (Efren Peñaflorida's true-to-life story) – Tang advertisement</li> <li>b. "Hapag-usapan" – Lucky Me advertisement</li> </ul> </li> <li>Panel for Station 4 (Parent Track) with key messages (Annex 2)</li> </ol>

# **INSTRUCTIONS**

- 1. Show the video clips entitled: #WeAreHomemade: Homemade Hero (The Efren Penaflorida True-to-Life Story).
- After the video showing, process the activity through the following questions:
  - What did you feel as you watched the video?
  - b. What struck you about the video? Why?
  - What insights or learning about parenting did you realize?
- Close the activity by saying that:

We as parents have a crucial role to take in the growth and development of our adolescent children. Our capacity to communicate with them is very important in guiding and enabling them to face the challenges they are faced with as they go through adolescence. In such journey, make sure that you are involved in their lives.

# **KEY MESSAGES**

Parents' ability to converse with their teens about sex and relationships can play a critical role in improving teenage reproductive health by reducing teens' risky sexual behavior.

- You are the primary sexuality educator of your adolescents: They want to talk to you about sexuality and to hear your values. Adolescents need, want and value your opinions. They may appear to reject them at times, but this is only an unconscious test to see if you really mean what you say.
- "Teachable" moments are daily opportunities that occur when you are with your adolescents. They make it easy to share your messages and values that include values on sexuality-related concerns. Make use of TV shows even if you believe they send wrong message/s by commenting, "Say, I think that program sent the wrong message. Let me tell you what I believe."
- "Teachable moments" could be found in tender discussions about life while enjoying an afternoon in a fishing boat or in the farm, having spontaneous discussion during mealtime, and a drive through a fast food restaurant. Such moments are better received by adolescents and, thus, much more effective. This is being done through spontaneous, open and relaxed discussions.
- The challenge is that parents cannot teach adolescents this way without a lot of involvement and creative time spent with them.

#### BARRIERS TO EFFECTIVE PARENT-TEEN COMMUNICATION

- Many parents, however, are unable to engage their adolescent children into dialogue about sexuality concerns because of the following factors or barriers:
  - Increasing desire for independence among adolescents which causes them to be closer and more open to their friends that with their parents;
  - Lack of accurate information among parents about sexual and reproductive health issues and concerns;
  - Parent's discomfort in talking about sex and sexuality-related topics with their children:
  - Parents' perception that adolescents are not ready or there is no need to talk about sex or that they are too young to engage in sexual activities;
  - Gender (i.e. male parents not able to communicate with female adolescent child) and other cultural factors (e.g. discussing sex with children is taboo); and
  - Unsupportive parenting style (e.g. authoritarian).
- Thus, create opportunities and seize teachable moments to talk with adolescents. To communicate with adolescents, parents need to make themselves available. Adolescents usually do not respond to "scheduled" talks; they do not open up when parents tell them to, but when adolescents want to.

#### AS PARENTS...

- Remember that there is a difference between "negotiating" and "manipulating".
   Manipulation is taking with no legitimate giving. Negotiation is putting together your and your adolescent's differing points of view or decisions and coming up with one that is acceptable to both of you.
- Decide rules and discipline in advance. Adolescents need clear rules and consistent enforcement to guide their behavior.
- Instead of using punishment to correct behavior, adolescents need to learn what behavior is allowed and not allowed, and why. Parents should stress do's rather than don'ts.

# **REFERENCES**

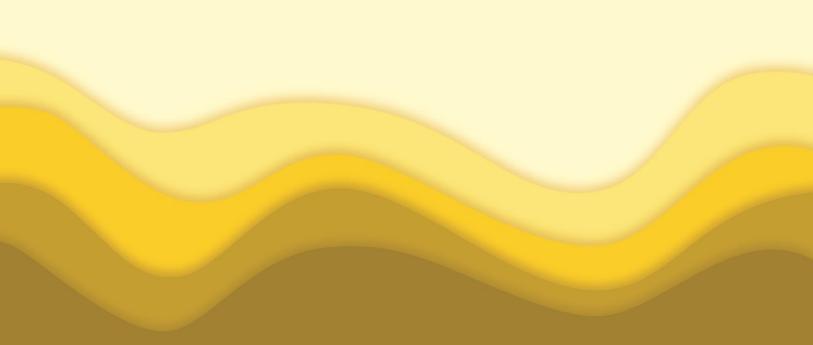
Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75(1), 43-88.

Ochoa, D. & Torre, B. (2016). *Parenting research in the Philippines: A review of the literature from 2004 to 2014.* Quezon City: Philippine Educational Theater Association.

https://www.parentingforbrain.com/4-baumrind-parenting-styles/

https://psychcentral.com/quizzes/parenting-style.htm







SESSION 3B
BODY TALK:
Appreciating Myself

# **EXAMPLE 2** LEARNING OBJECTIVES

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

- Describe their personal experiences during their adolescence stage;
- 2. Identify the various changes, behaviors, and activities they experience during that stage; and
- 3. Identify necessary life skills for them to successfully undergo these changes and challenges.



Time	Activity	Resources
5	#ATM	Rectangular placards with labels (AKO YAN at HINDI AKO YAN)
15	Metahuman	Panel of life-size male and female, rectangular metacards with labels of physical and physiological changes, masking/scotch tape, pentel pen or scissors, envelopes/box for the labels
10	Bakit? (Why?)	U4U Bakit videos

# **OPENING ACTIVITY.** #ATM

Total Time Required	15 minutes
Materials Needed	<ol> <li>Small placards of FB Like (thumbs up) and Dislike (thumbs down) – number corresponds to the number of participants</li> <li>Panel for Station 1 (Teen Track) with key messages</li> </ol>

# **INSTRUCTIONS**

1. Welcome the participants and introduce the session. Then, give each participant a pair of small placard of "Like" and "Dislike;"

- 2. Instruct the participants to raise the "Like" placard if they have experienced during their adolescence the biological change to be mentioned. They will raise the "Dislike" placard if the change mentioned have not been experienced by the participants.
- 3. Read the following statements, and for each statement ask them to raise either their like or dislike placard:
  - a. Nung ako ay unang niregla/wet dreams, nagsabi ako kay nanay at tatay.
  - b. Nung may tanong ako sa usaping sex, lumapit ako kay nanay at tatay.
  - c. Nung ako'y nanligaw/niligawan, nakwento o ipinakilala ko siya kay nanay at tatay.
  - d. Nung ako ay may problema o pinagdadaanan, kay nanay o tatay ako lumalapit.
  - e. Noong ako ay may gimik with friends, nagpapaalam ako kay nanay at tatay.
- 4. For each statement, process their responses by asking the reason why or why they did not consult their parents about certain issues. Focus on the barriers they mentioned on why they did not consult their parents.
- 5. Synthesize the activity by pointing out that the period of adolescence entails a lot of changes that they should understand so they can ensure a healthy growth and development process. Link the insights from the activity to the discussion of the key messages.

# **MAIN ACTIVITY.** Metahuman

Total Time Required	15 minutes
Materials Needed	<ol> <li>Lifesize images of a female and male</li> <li>Metacards</li> <li>Permanent marker</li> <li>Panel for Station 1 (Teen Track) with key messages</li> </ol>

# **INSTRUCTIONS**

- 1. Post the life-size images of male and female.
- 2. Divide the participants into two (2) groups and assign one (1) group to work on a male image and another group on a female image.
- 3. Distribute metacards to participants.
- 4. Instruct participants to write or describe in metacards the various biological changes experienced by adolescents based on their own experience (e.g. enlargement of breast; growth of facial hairs; etc.)
- 5. Instruct them to post the metacard on the image on the corresponding body part/s of the image affected by the biological change.
- 6. Give each group 60 seconds to write and post all biological changes happening to adolescents. Make the activity as a game such that the group with the most number of correct descriptions posted will be the winner.

### KEY MESSAGES

- Adolescence is a period of transition from childhood to adulthood. It is marked by puberty which refers to the physiological or bodily changes that result in the development of sexual and reproductive capacity. It is a time of rapid physical growth that brings about confusion, insecurities, and even fear among many adolescents.
- Puberty happens to everybody but it does not happen to everyone at the same time or phase.
- At puberty, boys and girls experience "growth spurt" and "sexual maturation." "Growth spurt" involves sudden or rapid growth or change in the physical body of an adolescent. Boys and girls increase in height and weight. The following are the most prominent physical changes during adolescence:

BODY PART	GIRLS	BOYS
Skin	Skin becomes oily sometimes with pimples and acne	Skin becomes oily sometimes with pimples and acne
Hair	Hair increases on legs, underarms and pubic area	Hair increases on legs, chest, face, underarms and in pubic area
Breast	Enlargement of the nipple, breasts grow	Enlargement of the nipple, breasts grow
Body Size	<b>A</b> .	Shoulders and chest broaden, muscles become stronger, weight and height increase growth of Adam's Apple
Perspiration	Perspiration increases and body odor may be experienced	Perspiration increases and body odor may be experienced
Voice	Voice deepens slightly	Voice deepens and may crack
Sexual Organs	Period of menstruation begins (menarche – first menstruation)	Nocturnal emissions of wet dreams

- At puberty, the body starts the process of "sexual maturation" where boys and girls have become capable of reproduction. It also includes enlargement of primary sex organs. This is the period of "pagdadalaga" at "pagbibinata."
- According to research, the adolescent brain remains under developed. Cognitive
  processes such as reasoning, planning, and judgment, develop last. This might be
  responsible for immature and impulsive behavior and neurobehavioral excitement
  during adolescent life.
- As children go through adolescence, they are expected to successfully achieve the
  various developmental tasks for that human development stage. Unsuccessful
  achievement of these development tasks leads to inability to perform tasks associated
  with the next period or stage in life.

#### AS TEENS...

- BE AWARE of the changes in the body, emotions, and relationships that are happening to them as they undergo the adolescence period. These are part of a normal process and there is no need to panic.
- **NURTURE** your health and growth through proper nutrition, hygiene, and healthy lifestyle.
- **SHARE** to your parents whatever changes or feelings you are having so you can be properly guided by them. SEEK professional help in serious health conditions such as reproductive health problems.
- **DO NOT COMPARE YOUR SELF WITH OTHERS.** Do not compare your body or the changes happening to you with other adolescents as these development changes has its own pace on individuals.

## **EXECUTION ACTIVITY.** Bakit? (Why?)



**Total Time Required** 10 minutes



**Materials Needed** 

U4U "Bakit?" Videos



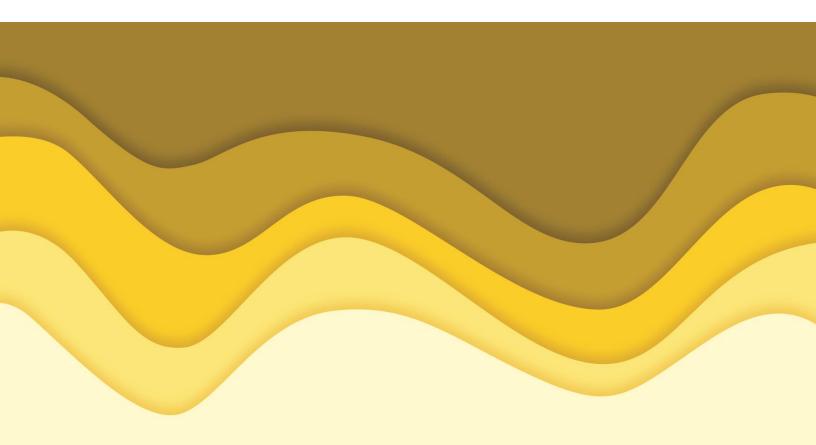
- 1. Ask the participants how they felt while identifying all the physical and physiological changes happening during adolescence. (Was it easy or difficult? Why?)
- 2. Ask participants which change they think their teens are eager to know about.
- 3. Show them a metacard with the big word: *BAKIT?* Put the metacard near a change on the human paper.
  - a. Bakit may regla ang babae?
  - b. Bakit may Adam's apple ang lalaki?

- 4. Ask participants which question about changes would be most difficult for them to answer (if asked by their teens).
- 5. Show the short animated videos, "Bakit matigas pag umaga?" and "Bakit girls lang ang may regla?"
- 6. Link the insights from this activity to the session saying: "Magtanong. Mag-usap. Matuto."

Say, "Always communicate with your parents particularly on matters about sexuality and the physical and physiological changes you experience so that you will be well-informed and guided in your journey as adolescents."

# **REFERENCES**

1. Learning Package on Parent Education on Adolescent Health and Development (LLPEAHD)



# SESSION 4B PARENTAL RELATIONSHIP TALK: Relating with My Parents



# LEARNING OBJECTIVES

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

- 1. Identify personal barriers to a healthy and enabling relationship with their parents, and;
- 2. Identify ways to improve their relationships with their parents.

# **OVERVIEW**

Minutes	Activity	Resources
5	Hugot pa more!	Cut-out of Facebook's Like Icon
15	Ano'ng Style Mo? (What's Your Style)	Bibingka with various parenting style
10	Languages of Love	Metacards, Pens



# OPENING ACTIVITY. Hugot Pa More!

<b>(</b>	<b>Total Time Required</b>	5 minutes
THEOREM	Materials Needed	<ol> <li>Cut-out or placard of Facebook's Like icon for each participant</li> <li>Cut-out of dialogue balloon for each of the following statements:         <ul> <li>Hindi 'nyo ako naintindihan!</li> <li>Bahala kayo!</li> <li>Kayo na lang lagi nasusunod!</li> <li>Sorry po!</li> <li>Pwede po ba?</li> <li>Kumusta po kayo 'nay/'tay?</li> <li>Pwede ko po kayo makausap!</li> <li>I love you 'nay/'tay!</li> </ul> </li> <li>Panel for Station 2 (Teen Track) with key messages (Annex 2)</li> </ol>

# **INSTRUCTIONS**

- 1. Give each participant with a large cut-out or placard of "Facebook (FB) Like" icon.
- 2. Ask the participants to reflect on the way they communicate or relate with their parents.
- 3. Provide to the participants the following instructions:
  - a. I will be raising cut-outs of dialogue balloon with statements or phrase in it.
  - b. Raise your FB icon if you have already said this statement or phrase or similar words to your mother or father, verbally or through text message.
- 4. After giving out the instructions, begin to raise or show each of the prepared dialogue balloons. Ensure that the dialogue balloon containing the phrase "I love you!" is shown last.
- 5. For every dialogue balloon, ask two (2) to three (3) participants to share the instances or story when they told such phrase to their parents. Ask them what they felt when they said the words or phrase to their children. Also ask those who did not raise a placard (e.g. why they usually do not say the phrase to their parents).
- 6. After the last dialogue balloon, process the activity by asking the following questions:
  - What were the languages that you think could lead to effective relationship with your parents? ...those that can severe or negatively affect relationships? Why?
  - b. What did you feel when you have said or did not say the phrase?
  - c. What was your parent's reaction?
- 7. Connect the activity with the key messages through the following insights: Words are powerful expression of what we feel. They build the type of relationship we have with others particularly with our parents. As such, it is important that we become aware of the words and languages we use to communicate with them. Remember: "May ibig sabihin ang sinasabi at di mo sinasabi."
- 8. Expound further the discussion by emphasizing the key messages below.

## **KEY MESSAGES**

- The development process of children is influenced by a mixture of all the stimuli they come in contact with, both with individuals and with their environment. Since we first and substantially interact with our parents, they tend to have the most significant impact on the child's development.
- Parents perform their roles and responsibilities of rearing and forming their children in different ways and each parenting style provides different impact on the well-being and growth of their children. Each one carries different characteristics and brings about different reactions in the children which they are applied on.
- One thing is absolute and common in all the parenting style that it is the way parents know how to express their love to their children and the way they ensure that their children are reared in the right way. However, parents and children sometimes do not agree on such parenting style, thus, tension arises.
- It is important to keep in mind that every parent child relationship is different and unique. A healthy and nurturing parent-child relationship entails a mutual and reciprocal expression of love. Adolescent children also have the responsibility to respect and take good care of their parents.
- Some of the major barriers to effective and harmonious parent-teen relationship include the following:
  - Lack of communication between parents and adolescents;
  - Adolescents quest for greater independence and identity resulting to wider communication gap between them and their parents;
  - Negative peer pressure resulting to exposure to risky behaviors that parents do not what their children to be engaged in;
  - Too much or unreasonable protection and negative role modeling from parents;
  - Violent parents and adults at home;
  - Lack of parental guidance on the part of the parents or lack of respect and listening attitude on the part of the adolescents;

#### AS TEENS...

**YOU CAN ALWAYS ACT FIRST.** If you feel like your parents are not exerting effort to improve your relationship, you can always reach out to them first. But make sure to...

**LISTEN TO YOUR PARENTS.** Recognize that parents have rich wisdom they have acquired through the years.

**TAKE CONFLICT OR MISUNDERSTANDING** as opportunity for dialogue.



#### MAIN ACTIVITY. Anong Style Mo? (What's Your Style?)

(L)	<b>Total Time Required</b>	15 minutes
THE PARTY OF THE P	Materials Needed	<ol> <li>A poster or sheet where the following situation is written:         "Hindi ka pinayagan ng magulang mo na umalis kasama ang iyong barkada. Ano ang iyong sasabihin o gagawin?"</li> <li>Illustration of "Personality Style Bibingka"</li> <li>Panel for Station 2 (Parent Track) with key message</li> </ol>

# **INSTRUCTIONS**

1. Read a situation and ask one volunteer to choose his/her response from the choices given:

"Hindi ka pinayagan ng magulang mo na umalis kasama ang iyong barkada. Ano ang iyong sasabihin o gagawin?"

- 2. Encourage the volunteer to explain his/her choice.
- 3. Show to the group the "Personality Style Bibingka." Explain the different types of "pizza": A: Let's Do It the Fun Way; B: Let's Do It My Way; C: Let's Do It the Right Way; and D: Let's Do It the Easy Way

PARENTING STYLE	CHARACTERISTICS
Fun Way	Masayahin, positibo ang pananaw sa buhay, madaldal, makakalimutin, madaling magalit, paulit-ulit
My Way	Mapilit sa kagustuhan, determinado, prangka magsalita, diretso magsalita kahit nakakasakit, laging nasusunod, mainitin ang ulo
Right Way	Laging nag-aalala, detalyado, mahusay makiramdam, laging nagsususpetsa, madaling masaktan
Easy Way	Maluwag, malungkutin, tagapamayapa, tagapakinig, mahiyain, walang direksyon

- 4. Show and read list of traits per personality types.
- 5. Ask also what parenting style their respective parents may have.
- 6. Reiterate the key messages. Say, "as teens, appreciate your parents and never compare them to other. We have different personality and traits, learn to respect each other and make an effort to cultivate healthy relationship with each other."

# **ELOSING ACTIVITY.** Languages of Love

	<b>Total Time Required</b>	5 minutes
	<b>Materials Needed</b>	1. Metacards
GP		2. Markers
		3. Panel for Station 4 (Parent Track) with key messages
		(Annex 2)

# **INSTRUCTIONS**

- 1. Ask the participants how they are expressing their love to their parents.
- 2. Process their responses by saying, "As discussed earlier, there are different parenting styles or different types of parents. Nevertheless, whichever type of parents you have, everyone deserves to be loved and be cared for."

- 3. Discuss the Five (50 Languages of Love According to Gary Chapman.
- 4. Then, ask the participants to reflect on their relationship between their parents. Think of the time or event when the participants had a conflict or misunderstanding with their parents which were not resolved effectively.
- 5. Given the insights or lesson from the session, ask them to recreate that event and answer the following question:
  - What would you do differently to resolve the misunderstanding or to make the conflict an opportunity to strengthen your relationship with your parents?
- 6. Instruct the participants to get a partner and share their recreated or re-scripted stories.
- 7. Process the activity and synthesize by pointing out the following:

Our parents are gift to us by God. We owe our lives to them. As we go through our developmental tasks during adolescence, we sometimes encounter conflicts or misunderstanding with them that negatively affect our relationship with them. Nurturing a positive and healthy relationship with our parents entails a dialogue. As children, we also need to reach out to them. We also have the responsibility to listen, respect, and learn from the wisdom from our parents. They are our partners in our journey towards the attainment of our dreams and aspirations.

As children, we want the best parent. We have our own expectation of how they should support us and how they should show their love for us. But sometimes, we feel some frustrations in our expectations from our parents. Sometimes tensions arise when these expectations are not met. But with our limitations as human beings, learn to recognize that these are normal part of our journey towards adolescence. Remember that "walang perpektong magulang at wala ding perpektong anak." However, through a nurturing relationship with our parents, we can grow together in harmony and in an enabling relationship.



Love Languages	How to Communicate	Actions to take	Things to Avoid
1. Words of Affirmation	Encourage, affirm, appreciate, empathize, listen actively	<ul> <li>Send an unexpected note, text, or card</li> <li>Encourage genuinely and often</li> </ul>	Non-constructive criticism, not recognizing or appreciating effort
2. Physical Touch	Non-verbal gestures: use body language and touch to emphasize love	<ul> <li>Hug, kiss, hold hands, show physical affection regularly</li> </ul>	Physical neglect, long stints without intimacy, receiving affection coldly
3. Gift Giving	Thoughtfulness, make your children a priority, speak purposefully	<ul> <li>Give thoughtful gifts and gestures</li> <li>Small things matter in a big way</li> <li>Express gratitude when receiving a gift.</li> </ul>	Forgetting special occasions, unenthusiastic gift receiving
4. Quality Time	Uninterrupted and focused conversations, one-on-one time is critical	<ul> <li>Create special moments together, take walks and do small things with your parents</li> <li>Spend your weekend with them</li> </ul>	Distractions when spending time together, long stints without one-on-one time
5. Acts of Service	Use action phrases like "I'll help" They want to know you're with them, partnered with them.	or cook them breakfast, lunch or dinner	Making the requests of others a higher priority, lacking follow-through on tasks, big and small.

#### AS TEENS...

- **BE AWARE** of the personality, parenting styles and love languages of your parents to foster healthy relationship and communication with them.
- **SHOW** your love to them regularly.

# **REFERENCES**

Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75(1), 43-88.

Ochoa, D. & Torre, B. (2016). *Parenting research in the Philippines: A review of the literature from 2004 to 2014.* Quezon City: Philippine Educational Theater Association.

https://www.parentingforbrain.com/4-baumrind-parenting-styles/

https://psychcentral.com/quizzes/parenting-style.htm



SESSION 5B
RISKY TALK:
Protecting My Self

from Risks and Threats

# **EXAMPLE 2** LEARNING OBJECTIVES

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

- Identify the threats and challenges affecting Filipino adolescents; and
- 2. Identify parental roles in enabling adolescents to address these risks.



Minutes	Activity	Resources
20	Heartless Headlines	News headlines, 2-minute film "Puhon"
5	Life Goals	"Life Goals" board
5	Untangle	None

#### **OPENING ACTIVITY.** Heartless Headlines

Total Time Required	20 minutes
Materials Needed	<ol> <li>Cardboard with the following texts (with the bold letters printed):         <ul> <li>a. 1 sa 10 batang babae (15-19), Buntis na</li> <li>b. 30 kaso ng HIV/AIDS, naitatala kada araw</li> <li>c. No Parent Around (NPA), dumadami</li> <li>d. Drugs, Talamak pa rin kahit may Tokhang</li> <li>e. Dalaga inAbuso ng tambay</li> </ul> </li> <li>Panel for Station 3 (Teen Track) with key messages (Annex 2)</li> </ol>

# **INSTRUCTIONS**

1. Introduce the session by telling them that this is the session on "Protective Talk." Say, "In this session, we are going to discuss the threats and risks faced by adolescents nowadays."

- 2. Ask the participants if they are watching television, listening to radio, or reading the newspaper.
- 3. Then, show each of the cardboard to the participants and ask one of them to read the text loudly (as a newscaster). Ask them what's common among the news presented. Aside from these are all negative news, they are all "BANTA." Post the cardboard on the board in such a way that it forms vertically the word B-A-N-T-A. Tell them that these are the "usual" news we see on television or hear on the radio.
- 4. Discuss one by one the news by relating it to the different risks and threats faced by adolescents today. (see Key Messages for detailed explanation of the risks and threats)
- 5. Let the participants reflect through the following guide questions?
  - a. Which of the news headlines are you most afraid of because it might happen to you? Why?
  - b. Is the issue prevalent in your community?
  - c. What can you do as a parent to protect yourself from these issues or risks?
- 6. Connect the activity with the key messages through the following insights:
- 7. In today's world, adolescents face various risks and threats that can undermine your growth and development. Accordingly, as adolescents, they need to be aware of the core life skills so that they will be able to cope with or prevent the risks and threats (see Key Messages for a detailed explanation of the Life Skills).

#### **KEY MESSAGES**

• Understanding the factors that cause the risks and threats among adolescents gives insights on how to prevent or positively cope with them.

Some of the major risks and threats confronting Filipino adolescent today include the following:

Risks/Threats	Description and Parental Strategy to Protect Adolescents	
Rising incidence	WHAT IS IT?	
of early sexual	This is the early exposure of adolescents to sexual activities	
involvement and	that may result to pregnancies and child birth.	
teenage		
pregnancy	WHAT ARE THE MAJOR CAUSES?	
	<ul><li>Exposure to pornographic contents and materials</li><li>Peer pressure</li></ul>	
	<ul><li>Peer pressure</li><li>Lack of appropriate information and life skills</li></ul>	
	Exposure to risky behaviors such as substance use including	
	alcohol and drugs	
	Sexual abuse or rape	
	Lack of parental guidance	
	WHAT ARE THE KEY CONSEQUENCES?	
	Dropping out from school (low educational attainment)	
	Forced to assume parental responsibility providing less	
	opportunity for personal growth (education and	
	employment)	
	<ul> <li>Risk pregnancy including abortion (exposure to maternal death)</li> </ul>	
	Vicious cycle of poverty	
	<ul> <li>Longer exposure to fertility (tendency to have more children)</li> </ul>	
	Psychological consequences (guilt, anxiety, depression)	
Sexually	WHAT IS IT?	
Transmitted	STIs are infections spread through sexual activity. There are	
Infections	many kinds of STIs. One of the most serious infections that	
including HIV-	people can acquire through sex is HIV, the virus that causes	
AIDS	AIDS.	
	WHAT ARE THE MAJOR CAUSES?	
	Mode of transmission	
	<ul> <li>Transmitted only in certain body fluids (i.e. blood, semen,</li> </ul>	
	pre-seminal fluids, rectal fluids, vaginal fluids, breast milk)	
	from a person who has HIV.	
	<ul> <li>People get or transmit HIV through sexual behaviors and needle or syringe use.</li> </ul>	
	WHAT ARE THE KEY CONSEQUENCES?	

	Exposure to more serious health and medical complications	
	(i.e. death)	
	Discrimination and social stigma	
Sexual Abuse,	WHAT IS IT?	
Harassment,	• These are violations against the dignity, person, and rights of	
Exploitation and Rape	the person by imposing undesired sexual behaviors of a person over the other. It is often perpetrated using force or by taking advantage of another. This usually happens to adolescents through an adult perpetuator. However, rape and sexual abuse may also be perpetuated by their peers.	
	WHAT ARE THE MAJOR CAUSES?	
	· Occurs where one person uses a position of authority to	
	compel another person to engage in an otherwise unwanted sexual activity	
	Individual risk factors:	
	History of sexual abuse at home	
	Homelessness or poverty	
	<ul> <li>Lack of awareness and capacity to defend themselves</li> </ul>	
	against sexual abuse	
	Dysfunctional families	
	• Community risk factors:	
	<ul> <li>Lack of institutional or systemic response to sexual abuse</li> <li>Culture of silence and tolerance</li> </ul>	
	<ul> <li>Discrimination or stigma</li> </ul>	
	Discrimination of Stigma	
	WHAT ARE THE KEY CONSEQUENCES?	
	Unintended pregnancies	
	STI and HIV/AIDS infections	
	• Low self-worth and self-esteem (i.e. negative impact on the	
	mental health of the victims)	
Coloration	Vicious cycle of sexual abuse	
Substance abuse		
(use of alcohol and illegal	This issue pertains to the habitual or addictive use of alcohol	
drugs)	and illegal drugs.	
ur ugs j	WHAT ADE THE MAIOD CALISES?	
	WHAT ARE THE MAJOR CAUSES?	
	High stress levels and depression (e.g. tensions or stress arising from problems in the family, academic failures, and	
	arising from problems in the family, academic failures, and relationship problems)	
	Early and sustained exposure to alcohol and drug use	
	Peer pressure	
	Lack of parental guidance	
	,	

#### WHAT ARE THE KEY CONSEQUENCES?

- Chronic physical and mental health disorders
- Low self-esteem and deficiency in social skills
- Exposure to deviant behaviors or criminal acts
- Lack of focus on life goals
- Severed relationships
- Other risks and threats that may confront adolescents include the following:
  - Cyberbullying and other types of violence against children or adolescents
  - Malnutrition and unhealthy lifestyle 0
  - Dropping-out of school 0
  - Unemployment 0
  - Delinquency and exposure to criminal activities

#### AS TEENS...

- Successfully attain your development tasks as discussed in Session 2.
- **ENABLE YOURSELF WITH LIFE SKILLS** Social, Cognitive, and Emotional Coping Skills

#### **SOCIAL SKILLS**

- **Life Planning Skills** Set your goals and aspirations in life. Hold unto them and commit to attain them whatever happens. Plan out how you can achieve them including the identification and engagement of person who can support you especially your family. Make your dreams and aspirations as your motivation to persevere in life including the completion of your studies.
- **Negotiation and Refusal Skills.** Saying "NO" to invitations and decisions that may undermine your well-being is a needed skill for you to pursue your dreams and aspirations. Your ability to negotiate and understand how to refuse advances, the more you are capable to avoid dangerous peer pressure that may result in lying, stealing, crossing emotional and physical boundaries, abuse, and unsafe sexual experiences.
- **Communication Skills.** Your capacity to communicate with your parents and other significant persons in your life is important in developing your social skills especially in harnessing your relationship with your parents. Learn to communicate your ideas, perspectives, emotions responsibly and openly.

#### **COGNITIVE SKILLS**

**Critical Thinking Skills.** This is the ability to think through situations adequately, weighing the advantages and disadvantages to be able to make appropriate decisions concerning other people or one's own situation. As such, equip yourself with appropriate information about certain issues that you may face in order for you to come-up with responsible decisions. Suspend judgment and gratification and think of the consequences or possible implications of certain actions and decisions that you may take. Assess peer pressure before acting. This cognitive skill includes your capacity to soundly and effectively address problems on your own.

#### **EMOTIONAL COPING SKILLS**

- Stress Management Skills. Your capacity to manage stress and emotions is important in attaining your overall health and well-being. Know the source of your stress so you can manage them. Learn to prioritize and manage your time to avoid being pressured in doing multi-tasks. Be physically active and find healthy way of releasing stress and tensions.
- Coping and Expressing Emotions in Healthy Way. Adolescence comes with various emotions (as discussed in previous sessions). Your capacity to manage and deal with these emotions effectively can contribute in ensuring your overall well-being. Express your anger and disappointment in ways that do not strain or severe relationships. Talk to your parents and people with whom you can confide your emotions so they are not suppressed.

#### **MAIN ACTIVITY.** Life Goals

<b>Total Time Required</b>	5 minutes
Materials Needed	1. Metacai

tacard 2. Masking tape

3. Small marker/ballpen

# **INSTRUCTIONS**

1. Open the activity by stating, "Bilang kabataan, kadalasan mayroon tayong #RelationshipGoals, #SquadGoals, ngunit hindi natin dapat kalimutan na iplano din ang ating #LifeGoals. "

- 2. Give a metacard and a marker to each participant.
- 3. In the metacard, let them write their answer to the question: *How would you like to see your adolescent children 25 years from now?*
- 4. After they have finished writing, let them post their answer to the "Life Goals Board." After posting their responses, line-up the participants into two (2) lines (with the start of the line about three (3) to four (4) meters away from the board).
- 5. Process the activity by emphasizing that the risks and threats discussed may hinder their adolescent children from achieving their life goals. Then, ask the actions they can do for them to achieve their dream, as well as the role of their parents to achieve their dream.
- 6. End the activity by stating that, "Your dream depends on the choices that you make today. Every decision, whether big or small, will lead to a future that you dream of. Your parents are the guiding posts that would make your dream a reality." ("Ang katuparan ng inyong pangarap ay nakadepende sa mga desisyong inyong gagawin sa kasalukuyan. Ang inyong mga magulang ang inyong gabay para matupad ang mga ito.")

#### AS TEENS...

Always take ART in communicating with your parents so that you will be able to prevent or cope with the risks and threats you face:

- A wareness is key. So, always ask your parents or share them your stories/experiences.
- R elate with them. Know their likes and dislikes.
- T ake time to bond with them. Spend time with them as much as you spend time with friends, play, and gadgets.





#### **CLOSING ACTIVITY.** *Untangle*

**Total Time Required** 15 minutes

# **INSTRUCTIONS**

- 1. Let the participants form a circle. Ask them to put their hand at the middle of the circle. When all hands are stretched forward, let their right hand find another person's hand, and their left hand find another hand. Make sure that both hands are holding another person's hand - no person holding both hands of the same person.
- 2. When all hands are holding another person's hands, instruct them to form a circle without breaking their grip unto the other person's hand. Give them about five (5) to eight (8) minutes to form the circle.
- Let the participants stop when time expires whether they finish the task or not.
- Process the activity by asking the questions:
  - How did you resolve the challenge or task? Were you just listening or actively contributing suggestions on how to solve the problem? Is there somebody who was leading or providing most of the instructions?
  - b. To those who provided suggestions, was your suggestion carried out? What did you feel (e.g. when your suggestion was not carried out by the group)?
  - c. What factors did you think played out which made the group successful or unsuccessful in accomplishing the task?
- 5. Conclude the session by saying:

The issues and challenges being faced by adolescent children are issues that involve the entire family and community. As such, in responding to these challenges, it takes both of us and our adolescent children to work together. Both of us should be able to understand what the problem is and identify actions to collectively solve them. We, as parents, and our children should listen to each other, understand and discuss the nature of the problem, and agree to work together to untangle the knot or address the issue.

# **Q** REFERENCES

Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75(1), 43-88.

Ochoa, D. & Torre, B. (2016). *Parenting research in the Philippines: A review of the literature from 2004 to 2014.* Quezon City: Philippine Educational Theater Association.

https://www.parentingforbrain.com/4-baumrind-parenting-styles/

https://psychcentral.com/quizzes/parenting-style.htm



# SESSION 6B **GROWING TOGETHER TALK:**

Communicating Effectively with My Parent

# **EXAMPLE 2** LEARNING OBJECTIVES

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

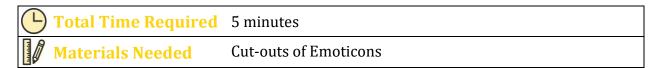
- Identify the barriers to effective communication with their parents;
- 2. Identify learning moments to discuss sexuality-related concerns with their parents; and
- 3. Identify more effective means or strategies in fostering open and nurturing communication with their parents.



Minutes	Activity	Resources
5	Kumustahan	Emoticons
10	Kaya Ko Yan!	Metacards
15	Time to Talk	Video Clips



#### **OPENING ACTIVITY.** Kumustahan



- 1. Pick an emoticon (happy, sad, angry, fearful, neutral or poker) that describes the status of their own parent-adolescent relationship.
- 2. Ask for volunteers to share their emoticons.
- 3. Process the sharing.
- 4. Proceed to the next activity.



#### MAIN ACTIVITY. Kaya Ko 'Yan! (I Can!)

Total Time Required	10 minutes
Materials Needed	<ol> <li>Cardboard with the following labels:         <ul> <li>Hindi Kaya</li> <li>Gustopero</li> <li>Kayang-kaya</li> </ul> </li> <li>Panel for Station 4 (Teen Track) with key messages (Annex 2)</li> </ol>

# **INSTRUCTIONS**

- 1. Post the cardboards on the panels (or at the back of the chairs for improvised session).
- 2. Instruct the participants to line-up behind the panel/chair that best describes their current capacity or skill in terms of communicating with their parents on several topics. "Hindi kaya" indicates that the participants have not discussed the topic at all with their parents and do not intend to do so; "Gusto...pero..." indicates that the participants would want to discuss the topic with their parents but are constrained because of certain factors; and, "Kayang-kaya" means that the participants have discussed the topic already with their parents.
- 3. Read each of the following statement after processing their responses of the participants:
  - Talk to my parent about the changes on my body (e.g. menstruation);
  - Talk to my parents about my crushes or love interest;
  - Talk to my parents about entering into intimate relationships (e.g. boyfriend or girlfriend);
  - d. Talk to my parents about sexual activities (e.g. kissing or sexual intercourse);
  - Talk to my parents about using condom;
  - f. Talk to my parents about the consequences of risky sexual activities such as pregnancy and STI or HIV/AIDS infections; and

- g. Talk to my parents about sexual abuse and other risky behaviors.
- 4. Process the activity by asking the following questions while interjecting the key messages below:
  - a. For those who lined-up behind "Hindi Kaya"
    - i. What kept you from talking with your parents about the topic?
    - ii. After the insights you learned from the different sessions, are you planning to discuss the topic with your parents?
  - b. For those who lined-up behind "Gusto...pero"
    - i. What kept you from talking with your parents about the topic?
    - ii. After the insights from the various sessions, do you feel that the topic should be discussed with your parents?
    - iii. How do you intend to talk with your parents about the topic?
  - c. For those who lined-up behind "Kayang-kaya"
    - i. How did the conversation go? How did you talk about the topic with your parents?
    - ii. What facilitated the discussion?
    - iii. How did you feel during the conversation?
    - iv. What was the reaction of your parents?
    - v. What do you think can be done to improve or sustain the conversation?



#### **EXECUTION SET OF SET O**

	<b>Total Time Required</b>	15 minutes
THEFT	Materials Needed	<ol> <li>Video clips about:         <ul> <li>a. #WeAreHomemade: Homemade Hero (Efren Peñaflorida's true-to-life story) – Tang advertisement</li> <li>b. "Hapag-usapan" – Lucky Me advertisement</li> </ul> </li> <li>Panel for Station 4 (Parent Track) with key messages (Annex 2)</li> </ol>

# **INSTRUCTIONS**

- 1. Show the video clips entitled: #WeAreHomemade: Homemade Hero (The Efren Penaflorida True-to-Life Story).
- After the video showing, process the activity through the following questions:
  - What did you feel as you watched the video?
  - b. What struck you about the video? Why?
  - What insights or learning about parenting did you realize?
- Close the activity by saying that:

Nurturing a healthy and harmonious relationship with parents is an important component of growing-up and in attaining our developmental tasks. Nurturing such relationship is not only the responsibility of our parents but also a role and responsibility of us, their children. We are also expected to reach out to them especially when conflict arises. Let us not focus on differences but on areas that we can nurture to strengthen our relationship with our parents and other family members.

# **KEY MESSAGES**

- An open communication between parents and children about sex and relationships and other development issues can play a critical role in improving teenage reproductive health and overall well-being by reducing teens' sexual and non-sexual risky behavior.
- BARRIERS TO EFFECTIVE PARENT-TEEN COMMUNICATION
  - Many adolescents, however, are unable to have a dialogue or conversation with their parents about sexuality concerns because of the following factors or barriers:
    - Increasing desire for independence among adolescents which causes them to be more open and closer with their friends than with their parents.
    - Adolescents do not know what to ask because of their lack of accurate information about sexual and reproductive health issues and concerns.
    - Adolescents' discomfort in talking about sex and sexuality-related topics with their parents.
    - Adolescents' perception that parents would not want them to discuss with them issues about sex and relationships.
    - Gender (i.e. male adolescents are not able to communicate with their female parent) and other cultural factors (e.g. discussing sex with children is taboo).
- Show genuine love. Parents also need to know that their children love them and are there for them — somebody who connects with them, communicates with them, spends time with them and show a genuine love to them.

#### AS TEENS...

- · Accept and allow parents to perform their responsibility and role in educating and forming their children.
- · Understand the world where parents are coming from.
- · Create opportunities and seize learning moments to talk with parents.



# **REFERENCES**

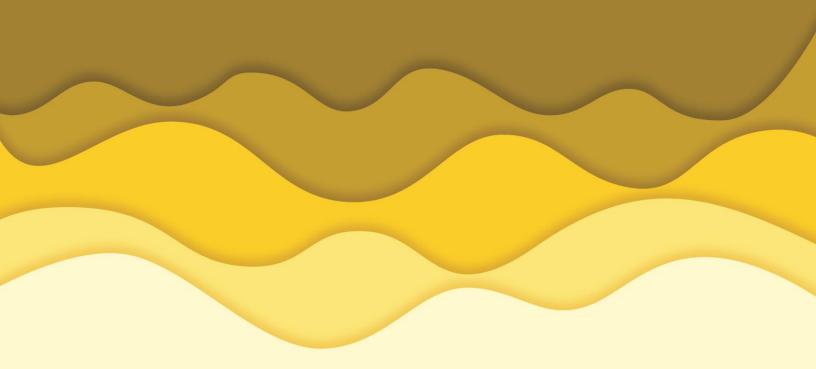
Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75(1), 43-88.

Ochoa, D. & Torre, B. (2016). *Parenting research in the Philippines: A review of the literature from 2004 to 2014*. Quezon City: Philippine Educational Theater Association.

https://www.parentingforbrain.com/4-baumrind-parenting-styles/

https://psychcentral.com/quizzes/parenting-style.htm





# SESSION 7 **HEART-TO-HEART TALK:**

Nurturing a Healthy, Empowering, and Respectful Teen-Parent (HEART) Communicative Relationship

# LEARNING OBJECTIVES

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

- 1. Create an opportunity for a dialogue or communication with their parents/adolescents as their partner in their journey through adolescence; and
- 2. Express mutual commitment to nurturing healthy, empowering, and respectful teen parent (HEART) relationship.

Minutes	Activity	Resources
15	Bridging Parent-Teen Relationship Expectations	Expectations Form
15	I Heart You!	Bond paper, pen
5	#EmoteSong	Community song, masking tape, metacards
10	Final Session	Closing program

#### ACTIVITY A. Bridging Parent-Teen Relationship Expectations

	<b>Total Time Required</b>	15 minutes
THE PARTY OF THE P	Materials Needed	<ol> <li>Parent-Teen Relationship Expectations Form (PTREF)         (for Parents and Teens) – Annex 3</li> <li>Image or drawing of a tree or plant with branches only         (drawn in an easel sheet or on a 1ft x 2ft sheet of paper)</li> <li>Masking tape</li> <li>Metacards shaped into leaves and heart</li> </ol>

# **INSTRUCTIONS**

- 1. Convene both the parent and adolescent groups into one plenary group similar to the opening session.
- 2. Provide appropriate copy of the PTREF to the group of parents and adolescents.

- 3. After filling-up the form, let the parents sit down with their adolescent children. Give the pairs with the drawing or an image of a tree (with branches). Distribute to parents the metacards shaped into leaves while the heart-shaped metacards for the adolescents.
- 4. As they sit down together, emphasize the following key points:

We are now gathered as parents and child after we went through the previous sessions separately. This is now an opportunity where we you can have a dialogue with your parent/s about adolescent. It may be a new arrangement to some of you as you might not be used to talking serious topics together, but we encourage you to be open to the process.

The objective of this activity is to let you create a connection through a dialogue particularly on your expectations on critical areas about how you relate with each other as parent and child. After all the inputs gained in the previous sessions, we hope that, somehow, you have realized and appreciated the need to make a connection with your parents or adolescent children. As such, this activity just let you sit down with your parent/child and just communicate what is in your heart.

- 5. Assign a facilitator for each pair of parent and adolescent. The facilitator shall guide the parents and adolescents to process their outputs with the following questions and instructions:
  - a. What areas did you find less similar or common expectations on?
  - b. What areas did you find different expectations (between parents and adolescents) on? What do you think are the factors causing the gap in the expectations?
  - c. Do you mutually acknowledge or accept these differences? Are you both willing to bridge or have certain arrangements or compromise to bridge the gap?
  - d. As parent or as an adolescent child, what are you willing to do to commit to bridge such gap or improve your communication or relationship with your parents/adolescents? (Instruct the pairs or participants to write their responses to this question in the metacards given to them.)
- 6. Instruct the parents/adolescent to share what they have written for their partner.

- 7. After sharing, let them post their responses on the image of a tree or plant given to them (particularly on the branches). When the pairs have posted their responses to the image of a tree, let them post the image in a space to be determined by the facilitators.
- 8. Let all the pairs finish posting their outputs on the wall or space provided for them before initially processing the activity.
- Process the activity by asking the following questions:
  - a. What did you feel before, during, and after the activity?
  - b. What did you realize or learn from the experience?
- 10. Synthesize the activity by emphasizing the following key messages:

Building a solid and nurturing relationship with your parents/adolescents entail communication and mutual support, affirmation, and love from each of you. What we just let you go through is not the ideal scenario for that communication or dialogue. But it somehow, let you experience an opportunity where your parents or adolescent expressed themselves sincerely to you. As we have learned in our previous sessions, the way we communicate with our parents/children is very critical in the growth and development of adolescents. We really need to invest time to create that dialogue and communication. Your relationship is not perfect and will never be, but effort and initiatives to strengthen that relationship matters a lot.

#### ACTIVITY B. I Heart You!

Total Time Required	15 minutes
Materials Needed	<ol> <li>A blank sheet of paper (e.g. stationary)</li> <li>Ballpen</li> <li>Mail envelope (e.g. colored)</li> </ol>

# **INSTRUCTIONS**

- Let the parents and adolescents remain seated with each other.
- Introduce the activity with the following key message:

As we journey in our own course – adolescents going through their studies and activities while parents are preoccupied with rearing the entire family – we seldom have some opportunity for a heart-to-heart talk. As we've learned together, communication is a key in improving a harmonious and meaningful parent-teen relationship.

Now, in a very simple way, we will give you some time to express what your love, appreciation, and whatever you feel for your parents/adolescent children through a love letter. For this, we ask that you think and feel the positive thoughts or emotions you have for your parents/adolescents - appreciative or sincere things that you would like them to know or things that you have been wanting to tell them but there is no opportunity for you to do so. Let these emotions and positive thoughts be expressed through your love letter.

- 3. After all participants have written their love letters, ask for volunteer pairs (parents and adolescent children) to read aloud their love letters to their parent/adolescent. If no pair volunteered, selection for sharers can be done through draw lots.
- After the sharing, let the participants give their letters sealed in an envelope to their 4. parents/adolescents.
- Process the activity through the following guide questions:
  - What did you feel while writing the letter? Was it easy? Why?
  - What did you learn or realize while you were writing the letter? Or while you were listening to your adolescent/parents while they were reading their letter?

6. Close this particularly activity with the following key message:

The sweetest and most touching feeling we can get from somebody especially from our parents/adolescent are those coming from the heart. Because of the complicated things that are happening around our own worlds – with friends, schoolmates, co-workers, etc. - we seldom have the opportunity to talk heart-to-heart with the people that are most important in our lives. As such, what we received today from our parents/adolescents will be something that we can treasure forever – because those came from the heart.

Hopefully, this day will be the start of something new or renewed in our relationship as parents and adolescents. All the learning that we gained today will hopefully help you improve and nurture that relationship.



## ACTIVITY C. #EmoteSong

Total Time Required	5 minutes
Materials Needed	<ol> <li>A life-size image or drawing of a tree or plant with branches only</li> <li>Masking tape</li> <li>Metacards shaped into leaves (green) and heart (pink or orange)</li> <li>A community song (a love song between parent and child) – copy of the lyrics of that song</li> </ol>

# **INSTRUCTIONS**

- 1. Distribute to each participant a set of metacards heart and leaf-shaped metacards. Give them as many as there are available.
- 2. Instruct the participants to write in the leaf-shape metacards their response to the following question:

From all the sessions you went through, what were the most significant or important learning or insight you gained? You can give at least two (2) learnings. Write them in your own words.

3. Instruct the participants to write in the heart-shape metacards their response to the following question:

Given all the insights you learned, what can you commit or intend to do from now on to continuously nurture your relationship with your parents/adolescent?

- 4. After the participants have written their responses, call each participant to read aloud their outputs - starting with the insight (leaf-shape metacard) then to the commitment (hear-shape metacard). As they finish reading their outputs, instruct them to post their outputs in the life-size image of a tree (with branches only) posted in front.
- 5. After everybody has read their outputs, gather all participants into a circle and let them sing the community song as a concluding activity.



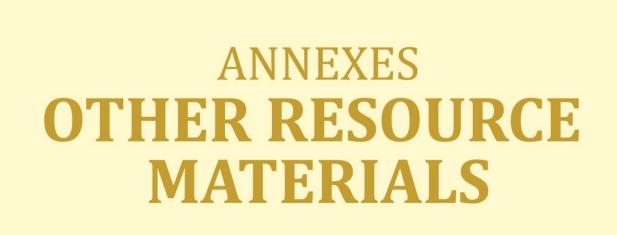
# ACTIVITY D. Final Session



**Total Time Required** 10 minutes

# **INSTRUCTIONS**

1. Run this activity as a closing program for the recognition of people who participated in sessions and who organized the activity; announcement of final administrative arrangements involving the participants; and awarding of certificates.





# ANNEX 1 ADDITIONAL READINGS FOR UNDERSTANDING KEY MESSAGES

#### PARENT TRACK

#### Session 2: My Adolescence Journey

#### For Identity or Individuality:

#### AS PARENTS...

- APPRECIATE, ENCOURAGE, and SUPPORT the individual positive interests and passions of your adolescents.
- LEARN to respect their individual preferences in the way they express themselves. Give them space to choose and decide for themselves. Guide them when they are confused.
- ENCOURAGE them to explore new things in a healthy way ensuring calculated risks.
- PROMOTE gender equality by avoiding gender stereotypes or biases. Empower both male and female children by giving them equal opportunities and tasks in decisionmaking processes and household chores. TEACH the virtue of respect to both genders.
- SHARE to them your cultural background and stories so they can have a sense of their cultural roots as part of the process of forming their identity.
- DO NOT BE JUDGEMENTAL and RESPECT their sexual and gender identity. Support them to understand and accept what they feel about themselves. Respect how they express these identities in a healthy and enabling way.
- CONTINUOUSLY guide them to have a sound and fundamental values and moral compass in an enabling and engaging way. Be firm in teaching right and wrong by letting them see the consequences of their actions and enabling them to take appropriate actions based on their appreciation of the right thing to do.

#### For Independence:

#### AS PARENTS...

- ACCEPT and SUPPORT your adolescents' quest for independence of making their own choices and decisions. However, guide them in an enabling way where adolescents make their own decisions based on informed choice (e.g. giving all the information they need to make a good decision).
- LET them commit mistakes as part of their learning process. ENABLE them to realize these learnings and guide them in moving on. Focus on the behavior rather than the person when failures or mistakes are committed.
- ENCOURAGE and BUILD critical thinking skills among adolescents by asking questions that help them think about the consequences of their actions.
- ENCOURAGE them to set their own life goals or plans and support them to achieve such goals.
- BE CONSULTATIVE. Involve adolescents in making decisions that particularly affects them and the entire family.
- AGREE or REACH a compromise in terms of the means of communicating with your adolescents (e.g. allowable time for the adolescents to be with their peers). Set clear and acceptable rules and expectations in terms of ensuring their safety and well-being while they relate with their peers and in assessing the impact of their peers on their development.
- TALK to your children and make it clear that many of the major threats to their future health and happiness are not a matter of chance, but are a matter of choice—choices like drinking and driving, smoking, taking drugs, engaging in sexual activity, and dropping out of school.

#### **For Intimacy:**

#### AS PARENTS...

- UNDERSTAND and ACCEPT that part of adolescents' sexual maturation is their desire to engage into romantic relationships. Encourage them to openly share and communicate their sexual or romantic feelings without judgement.
- TAKE ADVANTAGE of teachable moments where matters about romantic relationships can be discussed with your adolescent children.
- AGREE on reasonable or allowable age or time (i.e. after high school or college graduation) before your adolescent children engage into a romantic relationship.
- SUPPORT your adolescents during her/his emotional low moments because of breakup or relationship issues between them and their partner.

#### For Intellectual Ability:

#### AS PARENTS...

- INCLUDE adolescents in the discussions of variety of issues and current events.
- ENCOURAGE them to share ideas and thoughts with you no matter how petty or insignificant. Ensure to listen to what they are saying.
- ENCOURAGE them to think critically and independently by letting them solve simple problems on their own, enabling them to see other perspectives about an issue, and discussing the implications or consequences of planned or intended actions.
- COMPLIMENT and ACKNOWLEDGE them for well thought-out decisions or good ideas.
- ENCOURAGE them to assess or to generate the learning from a poorly made decision.
- SUPPORT their academic activities.

## **Session 3A: Rediscovering my Adolescence**

#### AS PARENTS...

- ENCOURAGE adolescents to talk to you about changes or feelings they are having so you can properly guide them.
- PROVIDE proper guidance to adolescents as they go through these physical and emotional changes. Do not be judgmental in guiding them be factual. Assure them that the bodily changes that they are experiencing are normal part of adolescence.
- DO NOT COMPARE. Do not compare your adolescent children with your other children
  or other adolescents as these development changes have its own pace on individuals.
  Do not compare your generation and their current generation because the contexts
  within which they live are different from that when you were in adolescence stage.
  Learn to understand their current environment and the factors affecting their growth
  and development by openly and frequently talking to them.

### **Session 4A: Parenting my Adolescents**

#### AS PARENTS...

- BE AWARE of your parenting style to be more conscious of its impact on the way you guide your adolescent children.
- APPLY various parenting styles in applicable situations with the purpose of effectively guiding your adolescent children to become more mature and responsible adults.

## Session 5A: Protecting my Adolescents from Risks and Threats

#### AS PARENTS...

- EDUCATE yourself about the various issues that your adolescent children may face or encounter.
- MAKE A HABIT to know about your adolescent children what they are doing, who
  they are with, and where they are and SET with them clear expectations for behavior
  with regular check-ins to be sure these expectations are being met.

- ENCOURAGE them to discuss and communicate with you the things that are happening in their lives. LISTEN and do not give advice when not being asked for it. GIVE proper guidance when they seek help.
- TALK to your children and make it clear that many of the major threats to their future health and happiness are not a matter of chance but are a matter of choice—choices like drinking and driving, smoking, drugs, sexual activity, and dropping out of school.
- REFER them to appropriate experts and service providers in case of serious problems.

## Session 6A: Talking to my Adolescent Effectively

#### BARRIERS TO EFFECTIVE PARENT-TEEN COMMUNICATION

Many parents, however, are unable to engage their adolescent children into dialogue about sexuality concerns because of the following factors or barriers:

- Increasing desire for independence among adolescents which causes them to be closer and more open to their friends that with their parents;
- Lack of accurate information among parents about sexual and reproductive health issues and concerns:
- Parent's discomfort in talking about sex and sexuality-related topics with their children:
- Parents' perception that adolescents are not ready or there is no need to talk about sex or that they are too young to engage in sexual activities;
- Gender (i.e. male parents are not able to communicate with their female adolescent children) and other cultural factors (e.g. discussing sex with children is taboo); and
- Unsupportive parenting style (e.g. authoritarian).

# PRACTICAL TIPS IN BEING GOOD AND EFFECTIVE PARENT TO ADOLESCENTS

- Show genuine love. Adolescents need to know that their parents love them and are
  there for them somebody who connects with them, communicates with them,
  spends time with them and shows a genuine interest in them. This is how they learn
  to care for and love others.
- People tend to naturally give love in the way that they prefer to receive love. As such, better communication between parents and adolescent children can be accomplished when one can demonstrate caring to the other person in the love language the recipient understands. An example would be if a child's love language is quality time, the child may not appreciate his/her parents who lavish his/her with expensive gifts.
- Provide support. Adolescents need support as they struggle with problems that may seem unimportant to their parents and families. They need praise and recognition when they have done their best or accomplished something. They need encouragement to develop their own interests and aspirations.
- Set reasonable limits. Adolescents need parents or other adults who consistently
  provide structure and supervision that is firm and appropriate for age and
  development. Limits keep all children, including young teens, physically and
  emotionally safe.
- Be a role model. As adolescents establish their identity and explore possibilities of
  who they may become, they look to role models particularly to their parents, peers,
  and well-known personalities. If parents set and live high standards for themselves
  and treat others with kindness and respect, their child stands a better chance of
  following their example.
- Respect, promote, and protect the rights or their children. A primordial duty and responsibility of parents is to respect, promote, and protect their human rights. Parents are responsible in promoting the following rights of their children:
  - The right to equality, without distinction on account of race, religion or national origin;
  - The right to special protection for the child's physical, mental and social development;
  - The right to a name and a nationality;
  - The right to adequate nutrition, housing and medical services;

- The right to special education and treatment when a child is physically or mentally handicapped.
- The right to understanding and love by parents and society;
- The right to recreational activities and free education;
- The right to be among the first to receive relief in all circumstances:
- The right to protection against all forms of neglect, cruelty and exploitation; and
- The right to be brought up in a spirit of understanding, tolerance, friendship among peoples, and universal brotherhood.
- Guide and teach adolescents in taking on responsibility and forming proper values and principles and life-skills. It is the responsibility of parents to ensure that their children adopt socially acceptable moral standards and norms. They need to ensure that they have sense of responsibility and appropriate values that need to be more responsible adults.
- Moreover, parents also have the primary responsibility to ensure that adolescents have the necessary life skills they need to successfully achieve their developmental tasks. Such life skills include life planning or goal setting, effective communication, socialization, critical thinking, negotiation, and refusal, decision-making, and problem solving, among others.
- Monitor adolescents and be part of their lives. Parents are a powerful influence in the lives of their adolescent children. When parents make a habit of knowing about their teens—what they are doing, who they are with, and where they are and setting clear expectations for behavior with regular check-ins to be sure these expectations are being met—they can reduce their teens' risks for injury, pregnancy, and drug, alcohol, and cigarette use. These parents are monitoring their teens' activities and behavior.

#### Parental monitoring includes:

- a) the expectations parents have for their adolescent's behavior;
- b) the actions parents take to keep track of their teens; and
- c) the ways parents respond when their teen breaks the rules.

Parental monitoring is also a way of making sure that parents become part of the lives of their adolescent children.

# IMPROVING PARENT-TEEN COMMUNICATION ON SEXUAL AND REPRODUCTIVE HEALTH

When parents communicate honestly and openly with their adolescent children about sex, relationships, and the prevention of pregnancy and STI or HIV/AIDS infections they can help promote their teen's health and reduce the chances that their teen will engage in behaviors that place them at risk. The following are some approaches parents may adopt to improve their communicative relationship with their adolescent children especially about topics on sexual and reproductive health.

- Start early. It is easier to communicate with adolescents when this habit has been
  established when they were into childhood. Such communication, however, can be
  improved as they reach early adolescence when parents exert effort to reach out to
  them.
- Be informed and knowledgeable about sexuality and reproductive health concerns. Parents need to equip themselves with accurate information and knowledge about sexuality and reproductive health concerns so they can effective educate their adolescent children about related matters. As the primary educator of their children, parents should know and be ready to provide accurate information once their adolescents ask for it and during teachable moments.
- Listen. Parents need a lot of time not talking but listening to their adolescents. Parents need to encourage their adolescents to talk by ensuring that they are willing to listen to them in a caring and non-judgmental attitude. To listen means to avoid interrupting and it means to pay close attention. It is hard to listen carefully if parents are doing other tasks that divide their attention. Often just talking with adolescents about a problem or an issue helps to clarify things. Sometimes the less parents offer advice, the more adolescents may ask for it. Listening can also be the best way to uncover a more serious problem that requires parental attention.
- Understand the current world of the adolescents. Judgmental attitude about adolescents happen because of the tendency of parents to deal with them from the perspective of their generation and personal experience. Parents need to bridge this generation gap by understanding the current factors that influence the way adolescents behave and interact. Parents need to first accept that adolescents today are living in. As such, parents to make the effort to understand and accept their children's perspectives and priorities.

Create opportunities and seize teachable moments to talk with adolescents. To communicate with adolescents, parents need to make themselves available. Adolescents usually do not respond to "scheduled" talks; they don't open up when parents tell them to, but when adolescents want to. They like better to talk with parents in unplanned moments – such as when they first get home from school; during dinner; family vacations; in the car; or any opportunity that parents find themselves alone with their adolescent children.

These unplanned activities can be taken as "teachable moments" or an opportunity where parents can inculcate valuable insight or lesson to their child out of the situation they are in. An example of teachable moments may be during:

- 1. Parent and adolescent just watched a news program about teens being raped or sexually abused - this can be an opportunity to teach adolescents about protecting themselves or about negative impact of peer pressure;
- 2. Parent and adolescents just watched movies or showbiz news about relationships - this can be an opportunity to highlight valuable lessons about relationships;
- 3. Parent dining with adolescents and stories about their teen classmate or neighbor who got pregnant was shared by the children – this can be a teachable moment about teenage pregnancy;
- 4. An adolescent just successfully accomplished a tasked or received an award this can be opportunity to teach the value of reaching one's goals and be aspirations;
- 5. An adolescent observed some changes in his/her body this can a chance to teach understanding about the expected changes in adolescence and the need for them to take care of their bodies:

Teachable moments are real, spontaneous, immediate, and relate to the interest level and age of the child. It is important to have the right timing to inculcate the learning so the impact of what is being taught and learned is immediate and relates to real life.

Adolescents learn best when the teaching relates to their real life experiences, when the teaching is immediate, and they have the opportunity to ask questions and make sense of the teachable moment.

Teachable moments occur in the ordinary course of events, as such parents need to be present and ready, physically and emotionally, and listen to the cues given by their child or by an opportunity. Teachable moments do not happen when the parents are not present in the lives of their adolescents.

- Talk over differences. At times, differences in opinion and perspectives happen between parents and adolescents. These differences may constrain effective communication. As such, parents should be able to talk about these differences with their adolescent children in an open communication. These differences can also be opportunities for parents to listen and understand the perspective of their children about the issue. Parents need to recognize the opinion of their children and reach a reasonable compromise or agreeable arrangement with their adolescents.
- Encourage or create open and frequent communication. Although having "the talk" with adolescents about sex, STIs, and HIV/AIDS, and pregnancy prevention is important, having a series of discussions that begin early, happen often, and continue over time can make more of a difference than a single conversation. Talking about sex, relationships, and the prevention of HIV/AIDS, STIs, and pregnancy may not always be comfortable or easy, but parents can encourage their teens to ask questions. Parents, however, should be prepared to give accurate answers. This will keep the door open for the parents and adolescents to bring up the topic. It is also acceptable for parents to say that they do not have the answer for a specific question, but, they can take this opportunity for adolescents to be referred to experts such as health workers.
- Do not over-react. Responding too strongly can lead to yelling and screaming and it can shut down conversation. "Try to keep anxiety and emotions out of the conversation—then kids will open up," advises eighth-grade teacher Anne Jolly from Alabama. Instead of getting riled up, she says, "It's better to ask, 'What do you think about what you did? Let us talk about this." Middle school teacher Charles Summers adds, "Kids are more likely to be open if they look at you as somebody who is not going to spread their secrets or get extremely upset if they confess something to you. If your kid says, 'I've got to tell you something. Friday night I tried beer,' and you go off the deep end, your kid will not tell you again." At a time when they are already judging themselves critically, adolescents make themselves vulnerable when they open up to parents. We know that the best way to encourage a behavior is to reward it. If you are critical when your teenager talks to you, what he sees is that his openness gets punished rather than rewarded.

#### TEEN TRACK

### Session 2: My Adolescence Journey

The essence of these developmental tasks among adolescents are captured in the four (4) "Is". These are – Identity or Individuality, Independence, Intimacy, and Intellectual Ability.

**IDENTITY or INDIVIDUALITY** –Forming an identity is a lifelong process, but crucial aspects of identity are typically formed during adolescence, including developing an identity that reflects a sense of individuality as well as connection to valued people and groups.

Another part of this task is developing a positive identity around gender, physical attributes, sexuality, and ethnicity as well as sensitivity to the diversity of groups that make up Filipino society.

Adolescents start to be or become a 'new someone' while feeling confused about which path to take.

They need to feel unique but wants to belong with peers. Exploration, experimentation and trying on varied roles, being curious, constantly changing interests, preferences are all part of the struggle to define one's identity.

As teenagers move through middle and late adolescence, the tendency to submit to peer pressure declines. They begin to have a life of their own. They no longer want to be seen as being like other people. They want to be recognized as unique individuals apart from their peers.

Adolescents usually start to develop a more complex understanding of moral behaviors, values, and underlying principles of justice and other virtues. They start to question imposed beliefs and adopt more personally meaningful values, religious views, and belief systems to guide their decisions and behaviors.

#### AS TEENS...

- APPRECIATE AND PURSUE your strengths, interests, and passions.
- DEVELOP AND PURSUE your own life goals and aspirations. Identify your strengths and weaknesses and the direction you want to take in life.
- EXPLORE new things in a healthy way ensuring calculated risks.

- PROMOTE gender equality by avoiding gender stereotypes or biases. Empower both male and female children by providing equal opportunities and tasks in decisionmaking processes and household chores. RESPECT both gender (male and female) as a person.
- LEARN the cultural background and stories of your parents so you can have a sense of your cultural roots as part of the process of forming your identity.
- DO NOT BE JUDGEMENTAL and RESPECT your own and that of your peer's sexual and gender identity. Understand and accept what you feel about yourself and express this identity in a healthy and enabling way. DEVELOP a sound.
- Moral compass that can guide you in your decision-making processes. HOLD onto these values and principles whenever you face crossroads in your life.

**INDEPENDENCE** - Adolescents want to be able to make own decisions, choose friends, plan activities, and make their own dreams. Adolescents may yearn to keep a safe, secure, supportive, dependent relationship with their parents as they used to during childhood but they start to realize the need for independence, autonomy, and being one's own person.

In an attempt to assert their need for independence and individuality, adolescents may respond in seemingly hostile and uncooperative manner particularly towards their parents or family. As such, it is not easy for parents or teenagers to smoothly navigate this transitional stage as it often creates tension and strain in the parent-child relationship.

Adolescents often do not recognize their need for adult supervision, guidance and support in their transition to adulthood.

As adolescents pursue their independence they gravitate towards their friends with whom they identify with and find belongingness. They spend more time with them.

Researches have shown that adolescents do best when they remain closely connected to their parents but at the same time are allowed to have their own points of view and even to disagree with their parents.

#### AS TEENS...

- LEARN to make your own decisions through critical thinking. LET your parents or other responsible adults guide you in making sound decisions based on an informed choice (e.g. giving all the information you need to make a good decision).
- DO NOT BE AFRAID to commit mistakes as part of your learning process. Get the lesson from that mistake and strive not to commit the same mistake again.
- EXERCISE critical thinking by asking questions that let you think about the consequences of your actions.
- SET your own life goals or plans and seek the support of your parents to achieve such goals.
- BE INVOLVED in decision-making processes at home particularly in decisions that affect you and the entire family.
- NEGOTIATE and REACH a compromise with your parents in terms of the means of communicating with you (e.g. allowable time for you to be with your peers). Set and follow clear and acceptable rules and expectations in terms of ensuring your safety and wellbeing while they relate with your peers.
- ALWAYS BEAR IN MIND that many of the major threats to your future health and happiness are not a matter of chance, but are a matter of choice—choices like drinking and driving, smoking, drugs, sexual activity, and dropping out of school.

**INTIMACY** – Adolescents usually develop peer relationships that play powerful roles in providing sense of belongingness, support, connection, and affirmation in their lives. They tend to shift from friendships based largely on shared interests and activities to those based on sharing ideas and feeling, mutual trust, and understanding.

However, as part of their sexual maturation, adolescents feel sexual attraction to others and start to feel an urge to develop close, personal relationships with someone.

Sometimes, having a special friend or being "on" with someone, makes them feel "in" and it boosts one's confidence. When relationships are characterized by intimacy and good communication, teens are happier with themselves. Young people value the support, trust, and closeness they experience in romantic relationships. In fact, teens have more conflicts with their parents and peers than with romantic partners, though conflict within romantic relationships increases with age. Spending time together in activities that both partners enjoy is very important to young couples. When this dimension of intimacy is missing, relationships often come to an end.

Healthy relationships can support sexuality development, an important part of growing to adulthood. However, most adolescents believe that sex should occur within the context of a romantic relationship, as such, intimacy may result to sexual engagements. In most cases, these result to unintended pregnancies or infections such as STIs and HIV/AIDS that significantly impact on their capacity to achieve their life goals.

Moreover, relationships can have other psychological down sides. Entering the world of relationships almost inevitably leads to the emotionally vulnerable experience of breaking up. For youths who are more sensitive to rejection, breaking up can trigger a dive into self-doubt and despair. Low-quality relationships that are characterized by a lack of trust, constant conflict, and dating violence can also leave young people prey to depression and anxiety.

It is also normal for children to have no interest in romantic relationships until their late teens. Some choose to focus on schoolwork, sport or other interests.

#### AS TEENS...

- UNDERSTAND that part of your sexual maturation is your desire to engage into romantic relationships. However, healthy sexual maturation does not always result into romantic relationships – DO NOT BE PRESSURED TO ENGAGE INTO A ROMANTIC RELATIONSHIP (to have boyfriend or girlfriend).
- LEARN to SAY "NO" to sexual advances from your boyfriend or girlfriend.
- ALWAYS THINK BEFORE YOU ACT (especially in engaging in sexual activities).
- DO NOT ENGAGE in risky behaviors as this can usually lead to unintended sexual
  activities.
- REMEMBER that SEX is not the only way to express LOVE. There are many ways to show or express love. Respecting one's decision is one of them.
- DELAY sexual engagement. When already sexually active, always practice protected sex (e.g. use condom) to prevent pregnancy and STI or HIV/AIDS infections.

- SHARE your experiences on your romantic relationships with your parents so they can properly guide you.
- SEEK professional help for the treatment of reproductive health problems.

**INTELLECTUAL ABILITY OR COGNITIVE DEVELOPMENT** – Cognitive development means the growth of a child's ability to think and reason. This growth happens differently during adolescent years.

In their cognitive development, adolescents develop more mature intellectual abilities that includes the following:

- 1. Thinking of more complex concepts or formal logical operations.
- 2. Do abstract thinking. This means thinking about possibilities.
- 3. Reason from known principles. This means forming own new ideas or questions.
- 4. Consider many points of view. This means to compare or debate ideas or opinions.
- 5. Think about the process of thinking. This means being aware of the act of thought processes.

Moreover, adolescents experience a sudden increase in their ability to think about their world. As a normal part of maturity, they are able to think about more things. However, they are also able to conceive of their world with a new level of awareness.

Adolescents become more socially conscious. They become more critical of the rationale and practicality of existing rules at home and in the society including the schools.

#### AS TEENS...

- PARTICIPATE in the discussions of variety of issues and current events at home, in the school, and in the community.
- SHARE ideas and thoughts with your parents and other adults no matter how petty or insignificant they are.
- THINK critically and independently by solving simple problems on our own, considering other perspectives and options about an issue, and discussing the implications or consequences of your planned or intended actions.
- REFLECT and generate learning or insights from a poorly made decision.
- ENGAGE in academic activities in school.

## **Session 4B: Relating with my Parents**

## HOW TEENAGERS CAN IMPROVE THEIR RELATIONSHIP WITH THE **PARENTS:**

- REMEMBER that your parents love you and are doing the best for you to achieve your aspirations and have a better life in the future.
- YOU CAN ALWAYS ACT FIRST. If you feel like your parents are not exerting effort to improve your relationship, you can always reach out to them first.
- BE APPRECIATIVE AND LET THEM KNOW YOU LOVE THEM. Take to heart all your parents have done for you; all their sacrifices; all the ways they have helped you and supported you; and all the means they have expressed their love for you. You may find yourself feeling grateful for your parents and more willing to improve the relationship or compromise or be more forgiving when your parents annoy you. Let your parents know that you are appreciative for all they have done for you. It can hurt to feel taken for granted, even for parents. Show your appreciation in your own way.
- SHOW TO THEM THAT YOU CAN TAKE CARE OF YOURSELF BUILD YOUR OWN IDENTITY AND INDEPENDENCE. Many parents get over protective because of their perception that their children lack sense of independence or are careless about their safety. Talk to your parents and agree on reasonable limits or rules that you should follow just to ensure your safety and health. As you explore new things, be responsible to the decisions you make. Let your parents know your plans and aspirations so they can support you.
- EMPHATIZE. Empathy is experiencing or understanding one's perspective or where one is coming from on a certain issue. Once you see the reason behind certain actions that your parents take, you can compromise with them.
- Accept that your parent is different from your or from other parents. They grew up in a different generation and environment. However, remind them also of such generation gap. Try to mutually understand not the difference, but the things that you can agree on.

- CONSIDER AND RELATE WITH THEM AS YOUR PARTNERS IN YOUR JOURNEY TOWARDS DEVELOPMENT. Parents are always there to support you. Communicate and open-up with them so they know what is happening to you and how they can support you in achieving your potentials and aspirations. Talk to them about matters that affect you particularly in your sexual maturation and development so you can be properly guided.
- LISTEN TO YOUR PARENTS. Recognize that parents have rich wisdom they have acquired through the years. While they are letting you experience the same events in your life, their wisdom can protect you from risks and threats that can undermine your growth and development. Learn to listen and use the wisdom of your parents for you to make more responsible and mature decisions.
- TAKE CONFLICT OR MISUNDERSTANDING as opportunity for dialogue. These events provide opportunities for you to understand your parents and for them to understand where you are coming from.
- REPORT VIOLENCE FROM PARENTS. Seek help from relevant institutions such as Barangay Officials and Social Workers in cases of physical, sexual, and other types of violence perpetuated at home either from parents or other adults. Violence is not in any case justifiable as a means to improve relationships.

## Session 5B: Protecting Myself from Risks and Threats

#### AS TEENS...

- ENABLE YOURSELF WITH LIFE SKILLS Social, Cognitive, and Emotional Coping Skills
  - **SOCIAL SKILLS** 1.
    - Life Planning Skills Set your goals and aspirations in life. Hold unto them and commit to attain them whatever happens. Plan out how you can achieve them including the identification and engagement of person who can support you especially your family. Make your dreams and aspirations as your motivation to persevere in life including the completion of your studies.
    - b. Negotiation and Refusal Skills. Saying "NO" to invitations and decisions that may undermine your wellbeing is a needed skill for you to pursue your dreams and aspirations. Your ability to negotiate and understand how to refuse advances, the more you are capable to avoid dangerous peer pressure

- that may result in lying, stealing, crossing emotional and physical boundaries, abuse, and unsafe sexual experiences.
- c. Communication Skills. Your capacity to communicate with your parents and other significant persons in your life is important in developing your social skills especially in harnessing your relationship with your parents. Learn to communicate your ideas, perspectives, emotions responsibly and openly.

#### 2. **COGNITIVE SKILLS**

a. Critical Thinking Skills. This is the ability to think through situations adequately, weighing the advantages and disadvantages so as to be able to make appropriate decisions concerning other people or one's own situation. As such, equip yourself with appropriate information about certain issues that you may face in order for you to come-up with responsible decisions. Suspend judgment and gratification and think of the consequences or possible implications of certain actions and decisions that you may take. Assess peer pressure before acting. This cognitive skill includes your capacity to soundly and effectively address problems on your own.

#### 3. EMOTIONAL COPING SKILLS

- Stress Management Skills. Your capacity to manage stress and emotions is important in attaining your overall health and well-being. Know the source of your stress so you can manage them. Learn to prioritize and manage your time to avoid being pressured in doing multi-tasks. Be physically active and find healthy ways of releasing stress and tensions.
- b. Coping and Expressing Emotions in Healthy Way. Adolescents come with various emotions (as discussed in previous sessions). Your capacity to manage and deal with these emotions effectively can contribute in ensuring your overall well-being. Express your anger and disappointments in ways that does not strain or severe relationships. Talk to your parents and people with whom you can confide your emotions so they are not suppressed.

## Session 6B: Talking to my Parents Effectively

#### BARRIERS TO EFFECTIVE PARENT-TEEN COMMUNICATION

Many adolescents, however, are unable to have a dialogue or conversation with their parents about sexuality concerns because of the following factors or barriers:

- Increasing desire for independence among adolescents which causes them to be more open and closer with their friends than with their parents.
- Adolescents do not know what to ask because of their lack of accurate information about sexual and reproductive health issues and concerns.
- Adolescent's discomfort in talking about sex and sexuality-related topics with their parents.
- Adolescents' perception that parents would not want them to discuss with them issues about sex and relationships.
- Gender (i.e. male adolescents are not able to communicate with their female parent) and other cultural factors (e.g. discussing sex with children is taboo); and

## PRACTICAL TIPS IN NURTURING AN ENABLING AND HARMONIOUS PARENT-TEEN RELATIONSHIP

- Show genuine love. Parents also need to know that their children love them and are there for them — somebody who connects with them, communicates with them, spends time with them and shows a genuine love to them.
- People tend to naturally give love in the way that they prefer to receive love. As such, better communication between parents and adolescent children can be accomplished when one can demonstrate caring to the other person in the love language the recipient understands. An example would be if a parent's love language is quality time, such parent may not so much appreciate his/her child giving his/her expensive gifts.

## IMPROVING PARENT-TEEN COMMUNICATION ON SEXUAL AND REPRODUCTIVE HEALTH

When parents and adolescents communicate honestly and openly about sex, relationships, and the prevention of pregnancy and STI or HIV/AIDS infections, it can help promote adolescents' health and reduce the chances that teens will engage in behaviors that place them at risk. The following are some approaches adolescents may adopt to improve their communicative relationship with their parents especially about topics on sexual and reproductive health:

Accept and allow parents to perform their responsibility and role in educating and forming their children. Understand and accept that parents' primarily role is to educate and guide their children in the best way they know. There may be some conflict between parents and children on the means by which this responsibility is performed but both should open the communication line so that conflict may be bridged effectively. Adolescents should maintain respect to their parents as part of their responsibility under the law and social norm. Be open to the lessons they want to impart as parents are abundant source of wisdom and knowledge based on their experience. Understand the world where parents are coming from. Many conflicts arise between parents and adolescents because of the generation gap. To bridge this gap, both parents and adolescents need to come together and reach a win-win situation where parents open-up to the world of adolescents while children listen and try to adopt the lessons their parents are imparting to them based on their generation.

- Create opportunities and seize learning moments to talk with parents. While adolescents spend more time with their peers, they also need to allot or create time for them to be with their parents. It may not be a structured or scheduled conversation, but every opportunity where adolescents and parents can talk could be seized as a learning opportunity. Adolescents should exert effort to make simple day-to-day or special events such as meals, family celebrations, going to school, going to mass, or weekend family activities in the mall as opportunities where they can strengthen their bond and learn from their parents.
- Talk over differences. At times, difference in opinion and perspectives happen between parents and adolescents. These differences may constrain effective communication. When parents do not reach out, adolescents can initiate the dialogue to talk over about these differences. These differences can also be opportunities for both parents and adolescents to listen and understand their own perspectives. Reasonable and agreeable compromise and arrangements can be reached through an open dialogue.



# ANNEX 2 INTRODUCTORY ACTIVITIES

## **ACTIVITY 1. Simple Introduction**

Total Time Required	5 minutes
Materials Needed	<ol> <li>List of participants</li> <li>Metacards</li> <li>Easel sheet</li> </ol>

- 1. Ask each of the participants to share to the group the any combination of the following basic information about themselves:
  - a. What is your name? Nickname?
  - b. Where are you from?
  - c. How many children do you have? Who is with you in this session?
  - d. What is your work? Affiliation?
  - e. How would you like to see your family in the future? (Aspiration for family)
- 2. Take note of the following information by writing important information in metacards. Post the metacards in a blank sheet so all participants can remember them visually.

## **ACTIVITY 2.** Pairing

**Total Time Required** 10 minutes

**Materials Needed** List of participants



- 1. Pair the participant through random counting. Ensure that each participant is paired with somebody who is not familiar with him/her.
- 2. Ask the participants to introduce themselves to their partners with the following information.
  - What is your name? Nickname?
  - b. Where are you from?
  - c. How many children do you have? Who is with you in this session?
  - d. What is your work? Affiliation?
  - e. How would you like to see your family in the future? (Aspiration for family)
  - Any other information which you would like to share to you partner. f.
  - What are the things that can make you feel respected?
  - What makes you excited and upbeat? h.
  - Other information i.
- 3. Let the partners introduce (i.e. the nickname) in the plenary the person they have talked with.

## **ACTIVITY 3.** Carousel

Total Time Required 10 minutes

**Materials Needed** List of participants

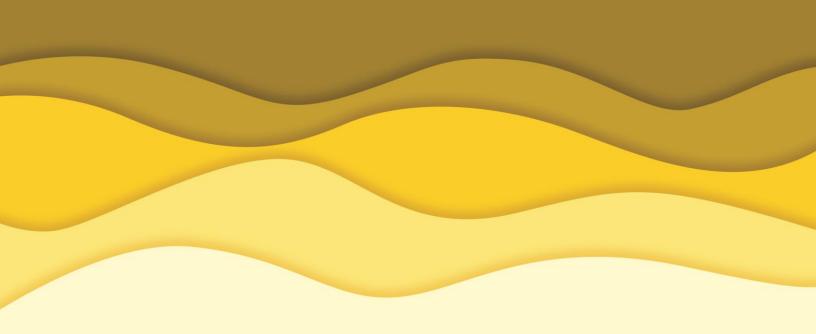
- 1. Divide the participants into two (2) groups. Arrange the first group into a circle (outer). Then arrange the participants into another circle (inner circle) inside the circle formed by the first group to form two circles outer and inner circles. The participants in the inner and outer circle should be facing each other.
- 2. For one (1) minute, ask the participants facing one another to introduce themselves with each other with some of the sample information enumerated in Activity 2 (Pairing) above.
- 3. After one (1) minute, instruct those in the inner circle to take one side step to face another person at the outer circle. Let them do a new round of introduction until most of the participants have introduced themselves to each other.
- 4. Depending on the number of participants and the time allocation, you may instruct as many changes in partners as possible.

# **ACTIVITY 4.** My Family



**Materials Needed** List of participants

- Ask each participant to pair with someone not familiar or known to them.
- For five minutes, ask the pair to share to their partners the following information:
  - Basic information about themselves (i.e. name, hometown, name of spouse, number of children, etc.);
  - b. Their vision or aspirations about their family (i.e. how do you like to see your family 10-20 years from now?); and
  - b. The most that they like about their children.
- 3. After their sharing, ask some volunteers to share to the plenary what they have talked about.



# ANNEX 3 PARENT-TEEN RELATIONSHIP EXPECTATIONS FORM

## I. FOR ADOLESCENTS

Please check the appropriate line or provide information in the space provided to the following questions:

i. Growing Un

8 - F		
My parents can help/support me to nurture my identity and uniqueness through the following:		
I feel supported in pursuing my aspirations, my interests, and dreams when my parents do the following:		
Sexuality and Relationships		
I should share the following stories or information regarding my romantic relationships or sexuality:		Their Crushes Persons I am dating
	—	My boyfriend/girlfriend My sexual activities (e.g. kissing or having sex) Others:
Communication between my Pare		others.
I feel loved the most by my parents when (select the best way your parents can show their love to you):		They give me gifts They give me words of appreciation and recognition or say that they love me verbally They hug, kiss, or show their affection to me They spend quality time with me They help me with my tasks Others:
_	I feel supported in pursuing my aspirations, my interests, and dreams when my parents do the following:  Sexuality and Relationships  I should share the following stories or information regarding my romantic relationships or sexuality:  Communication between my Parents when (select the best way your parents)	I feel supported in pursuing my aspirations, my interests, and dreams when my parents do the following:  Sexuality and Relationships  I should share the following stories or information regarding my romantic relationships or sexuality:  Communication between my Parents  Heel loved the most by my parents when (select the best way your parents can show their love to you):

## **II. FOR PARENTS**

Please check the appropriate line or provide information in the space provided to the following questions:

A.	Growing Up	
1.	I can help/support my adolescents to nurture their identity and uniqueness through the following:	
2.	I can make my adolescents feel supported in pursuing their aspirations, interests, and dreams through the following:	
В.	Sexuality and Relationships	
3.	I expect my adolescent children to share to me the following stories or information regarding their romantic relationships or sexuality:	<ul> <li>their crushes</li> <li>Persons whom they are dating</li> <li>Their boyfriend/girlfriend</li> <li>Their sexual activities (e.g. kissing or having sex)</li> </ul>

\_\_\_\_ Others: \_\_\_\_\_

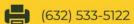
## **III. Communication Between My Parents**

4. I best express my love to my adolescents through the following: (select the best way your parents can show their love to you):	<ul> <li>Giving them gifts</li> <li>Giving them words of appreciation and recognition or saying how much we love them verbally</li> <li>Hugging, kissing, or showing our affection to them</li> <li>Spending quality time with them</li> </ul>
	Helping them in their tasks
	Others:













facebook.com/commissiononpopulation