

Module 1

Me as a Parent

Module Overview

To effectively parent an adolescent, one must have a clear understanding of one's self.

This module is designed to help parents understand themselves, which is an important factor in understanding others, especially their adolescent children. This module also provides parents with the opportunity to examine and clarify their personal values related to adolescent sexuality as a prerequisite to educating their adolescent children on the subject and on overall health and development. In turn, this will help them to recognize, accept, and affirm their innate qualities as parents. These qualities and values serve as their guiding foundation in their everyday activities, particularly in relating with their adolescent children. Knowing one's strengths and building on it and overcoming one's weaknesses are the building blocks to a good parent-child and family relationship.

The module has four sessions, namely:

Session 1: A Glimpse of Me

Session 2: Me, Myself and I

Session 3: Values Clarification on Adolescent Sexuality

Session 4: Purpose and Meaning of My Life as a Parent

Session 1: A Glimpse of Me



Objectives:

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

1. Define the concept of self.
2. Discover/rediscover one's self as a person and as a parent.
3. Identify individual strengths and weaknesses.
4. Enumerate and explain the factors influencing one's self.



Time Allocation: One and a half (1 ½) hours (suggested)

Materials needed:



Personality Profile Questionnaire
"A Glimpse of Me" questionnaire
Pentel Pens
Meta cards

Opening Activity:

Option 1: "Who am I?"



1. **INTRODUCE** the activity by asking, *"Do you really know who you are? When was the last time you stopped and thought about what kind of parent you are?" Explain: "This activity will facilitate a reflection and understanding of your temperaments and your personality as a parent."*
 - A. Distribute copies of the **Personality Profile Questionnaire** (Annex 1) to all participants.
 - B. Instruct them to complete the questionnaire in 15 minutes.
 - C. Assure the participants that questionnaires will not be collected and will remain with them.
 - D. Go over (read aloud) each item in the questionnaire with the participants. (Note: This will ensure that they all finish at the same time and will allow them to clarify items that may be unclear to them)
2. **PROCESS** the activity by:
 - A. Giving out and discussing the handouts on **Personality Types (Sanguine, Choleric, Melancholic and Phlegmatic)** (Annex 2) that include their parenting styles, their strengths and their weaknesses.

- B. Ask the participants if the personality type that came out of the test matches their perceived personality and under what instances they think that such personality manifest.
- C. Synthesize their responses and link with the Key Learning Points (KLPs).

Option 2: “A Glimpse of Me”

INTRODUCE the activity by saying, “*Let us rediscover ourselves. In doing this, share something about yourself by filling up the questionnaire, “A Glimpse of Me” (Annex 3).*

1. Distribute the questionnaire to all participants.
2. Instruct them to accomplish the questionnaire in 10 minutes.
3. After completing the questionnaire, divide the participants into dyads, and let each one share their “glimpse of me” with their partner. Give them 3 minutes for sharing.
4. As a final step, ask for 3 volunteers to share with the big group their “glimpse of me”.

PROCESS the activity by asking:

1. Was it easy or hard for you to answer each question? Why?
2. Was it easy or hard for you to share your responses with your partner? Why?

CLOSE the activity by saying, “*Some of you had a hard time filling up the questionnaire while others had an easy time. In the sharing portion, some of you readily disclosed your responses with your partners while others felt reluctant to do so. The activity leads you to rediscover yourself and how much of yourself you are ready to share with others.*” Proceed to discuss the KLPs.



KEY LEARNING POINTS

ELABORATE and provide examples as necessary. **ENCOURAGE** the participants to share their ideas.



- ☑ Self-concept is a subjective description of who we think we are.
- ☑ Self-discovery is a continuous process, knowing who we are is a big step towards becoming a parent that the Supreme Being designed us to be.
- ☑ Awareness is the first step in understanding why we feel what we feel and why we behave as we behave. This grants us the freedom and the opportunity to identify things we want to change about ourselves and create the life we want.
- ☑ The concept of Johari Window (*Annex 4*) illustrates how we can know more about ourselves as we interact with others.

- ✓ First Quadrant: The “Public Self” – these are the things that are known to us and known to other people (e.g., name, birthday, parents).
- ✓ Second Quadrant: The “Blind Spot” – these are information about ourselves, which are not known to us but known or observed by other people (e.g., our mannerisms, the way we talk or walk, our strengths or weaknesses).
- ✓ Third Quadrant: “Hidden Self” – these are the things we know about ourselves but are not known to others (e.g., our past, ambitions, talents, secrets).
- ✓ Fourth Quadrant: “Unknown Self” – these are the things about ourselves yet to be discovered by us or by the people around us. (e.g., special skills, some weak points, fears).
 - As we share more about ourselves, we increase our “public self” which will enhance our interpersonal relationships.
 - All temperaments and personalities have strengths and weaknesses.
 - Knowing our strengths provides the talents, gifts, abilities and characteristic that the Supreme Being has built into us for His good pleasure. He wants us to use our life, most likely, in the area of our strengths.
 - Our weaknesses, when not addressed, cause us the most problems and will get in the way of our growth as a person and as a parent.
 - Studies have revealed that we are born with pre-packaged personalities that largely influence how we interact with the world around us. The environment plays a role in the expression of our inborn personality, but the existence of a personality inherent in a person is undeniable.
 - Each person is born with a predisposition towards one or a combination of the personalities we discussed above. Most of us have a combination of two personalities, with one being the predominant personality.



Before introducing the next main KLP, ASK the participants, “What do you think are the factors that have influenced who you are?”

PROCESS and SYNTHESIZE their responses and LINK these with the main KLP.

☑ Who we are is also a product of both internal and external influences.

✓ **Internal influence** refers to our personal gauge of who we are.

Our personal assessment of ourselves may be influenced by three (3) self-concepts: 1.) “I think I am” – who we think we are based on our personal judgment; 2.) “I Wish I Were” – the idealized concept of what we want to be; 3.) “I really Am” –

our objective assessment of who we are.

- ✓ **External influences**, on the other hand, refer to the outside factors affecting who we are which include the following:



DISCUSS the external influences using the mnemonic, **P-I-E-C-E-S**.

DEEPEN the discussion for each external influence by elaborating and providing examples.

ENCOURAGE the participants to share their ideas.

P Parenting Style – the way we were brought up by our parents

- ✓ The home, particularly our parents and significant others in our environment are our first teachers and models.
 - Our personality and how we carry ourselves reflect how they influenced us.
 - Our behavior and how we deal with others, our perceptions and values were shaped and influenced by them.
 - If one is brought up in an authoritarian home, he/she may grow up to be silent, controlled and careful. A more democratic home may shape one to be more open, spontaneous and warm.

I Interaction – dealings with other people

- ✓ Our interaction with others, particularly our experiences with them shapes our attitudes, values and the way we view ourselves.
- ✓ The comments, reactions and feedback of our significant others shape our self-image and our level of self- confidence.

E Education - includes both formal and non-formal

- ✓ What we learn outside and inside the formal classroom bears on who we are, and how we think and view the world.

C Culture – refers to patterns of behavior, attitudes, values, beliefs and traditions that occur within a community or groups of people: they are determined by spoken and unspoken assumptions believed by majority of the people within that community or group of people.

✓ The culture of the group we belong to shapes who we are and what we become.

☑ **E** Experience – significant events in our life

✓ Knowingly or unknowingly, our past and present experiences have a significant influence on our constructed self.

- Our experience influences our attitude towards life, our moods, our way of reaching out and in handling problems that occur in our life.

☑ **S** Science and technology – information technology and media influence

✓ Advances in science and information technology including media is more expansive, more pervasive, offers more variety in form and content, and is more accessible.

- Media in particular has become the source of authority regarding what is right, what is wrong and what is important.



SUMMARIZE the KLPs and PROCEED to the closing activity.



Closing Activity:

Option 1: “Sharing a Portion of Me”

(Note to the facilitator: Choose this option if you opted for *Option 1: Who Am I?* in the Opening Activity.)

1. After processing the questionnaire, ask the participants to find a partner and share with the partner the results of the personality test they have taken during the opening activity.

In their dyads, the participants should answer the following questions among themselves:

- What did you discover about who you are as a parent?
- What is the importance of discovering your strengths and weaknesses in performing your role as a parent?

2. Ask for volunteers to share what they have discussed with their partner.

3. Process and synthesize their responses.

Note to the facilitator: Participants themselves may be requested to give their own learning statements. If there are 10 couples, all 10 might be requested to write their responses on meta cards and post these on the board. The facilitator may process the activity by synthesizing statements on the meta cards. This is to highlight participative learning.

Option 2: “Fountain of Life”

1. Flash/post the reflection piece, **“Fountain of Life”** (Annex 5).
2. Ask for a volunteer to read this aloud.
3. Encourage participants to share their reflections.
4. Process and synthesize their responses.

Session 2: “Me, Myself and I”



Objectives:

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

1. Explain the importance of developing high self-esteem, particularly in relation to being a parent.
2. Identify ways in improving self-esteem.



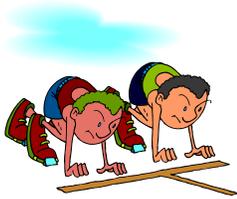
Time Allocation: One and a half (1 ½) hours (suggested)



Materials needed:

Heart shaped cartolina
Pentel Pens

Opening Activity: “Twin Hearts”



1. **INTRODUCE** the activity by linking this session with the previous one. Say: *“After knowing your personality types, you will now make an inventory of your strengths and weaknesses.”*
2. Instruct the participants to get a heart-shaped cartolina and fold it vertically into two.
3. Label the left column as “The Best of Me” and the right column as “The Worst of Me.” Give the participants ten (10) minutes to fill up the columns.
4. Tell the participants to identify what they like and do not like about themselves. For every two characteristics that they like, match these with one characteristic that they do not like about themselves.
5. Instruct the participants to reflect on what they have written.
6. Process the activity by asking:
 - What went on in your mind while you were making an inventory of your strengths and weaknesses? (There is a need to distinguish the use of strengths and weaknesses in Session 1, which discusses our personality types. Session 2 aims to discover what the participants like and dislike about the characteristics of the personality types)
 - How important is it to know what is best in you and what you need to change and improve on?
7. Encourage participants to share their answers.
8. Conclude the activity by saying: *“Your strengths are characteristics that you can truly be proud of. However, there are weaknesses that you need to address. You need to evaluate these two sides so you can do something*

about them.”

9. Proceed to discuss the KLPs.



KEY LEARNING POINTS



ASK the participants to cite talents/skills they possess that they are proud of.

WRITE their answers on the board. **SYNTHESIZE** and link these with the KLPs.

- ☑ Each of us has been created uniquely with talents and special qualities that set us apart from others. We may not excel in all aspects, but as we discover our unique abilities, we should enhance and build these up and put them into practice.
- ☑ Every one of us has a basic need and craving to “feel good” about ourselves. Self esteem is the evaluation an individual makes about him/herself. It is a personal judgment of one’s worthiness.



Before proceeding with the discussion of self-esteem, ASK the participants, “*Does self-esteem matter? Why?*”

PROCESS and **SYNTHESIZE** their responses and **LINK** with the KLPs.

PROVIDE elaborations/ examples as necessary. **ENCOURAGE** the participants to give their ideas.

- ☑ Self-esteem is the integrated sum of self-confidence and self-respect.
 - ✓ The three essential aspects of self-esteem:
 - Belongingness: feeling of being accepted and wanted by others
 - Worthiness: having a sense of value
 - Competence: feeling adequate to handle life situations
 - ✓ These three feelings merge in the formation of self-concept like three strings of a musical chord.
 - ✓ High self-esteem serves as a driving force to be motivated to achieve our goals, hopes and aspirations.

- If we feel good about ourselves, we can adjust easily and interact well with others. Just as we accept and value ourselves, we also accept and value other persons as they are.
- As one discovers beauty in him/herself, he/she finds beauty in the world.

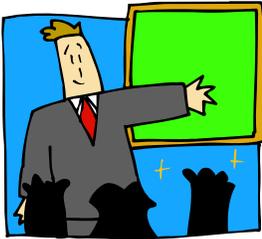


ASK the participants how they build up the self-esteem of their adolescent children.

PROCESS and SYNTHESIZE their responses and LINK these with the KLPs.

- ☑ The conditions in the home and the immediate personal environment are major determinants of judgments on self-worth.
 - ✓ When self-esteem is lacking, people put up defenses – covering up and aggressively asserting themselves.
 - ✓ Building the self-esteem of one’s children requires an immense amount of attention and affection.
 - ✓ When children have strong self-esteem, they are free to be everything the Supreme Being created them to be. Loving and accepting others is easier because they have first loved and accepted themselves.
- ☑ Parental attitude and behavior is important in shaping self-esteem. This is evident in two areas of parent-adolescent interactions.
 - ✓ The first critical area is the degree of acceptance, interest and affection a parent shows toward his/her adolescent child. Studies reveal that mothers with high self-esteem were more loving and had a more intimate relationship with their children.
 - ✓ The second critical area is related to permissiveness and punishment. Data show that children of parents with high self-esteem established a comprehensive set of rules and were keen in implementing them, but within well-defined limits. They also recognized the rights of their child and listened to their opinions. Parents of children low in self-esteem set poorly defined boundaries and are autocratic and dictatorial in their methods of control.
- ☑ The origins of self-esteem come from three conditions:

- ✓ Acceptance of parents of their children
 - ✓ Clearly defined and enforced boundaries
 - ✓ Respect for individual actions within well-defined limits
- ☑ The greatest contribution parents can give to their children is to enhance a person's self-esteem. The odds are if it does not occur in the home, it will not probably happen at all.
- ☑ Acceptance exists at the core of our being. In order to reach this level of acceptance, we must first identify all the things we do not accept about ourselves. Then, one by one, eliminate them by **examining our beliefs** around that issue.



As you discuss the tips, **PROVIDE** illustrations when necessary. **ENCOURAGE** the participants to share their ideas.

- ☑ Easy Tips on Building Self Confidence and Self-Esteem:
1. Build self-confidence by constantly recognizing our own value or qualities.
 2. Never fear making mistakes. When one commits a mistake, it does not mean he or she is bad.
 3. Live out our values; if we walk our talk, we become more confident in changing ourselves and in dealing with others with respect and love.
 4. Learn to love people the way they are.
 5. Take pride in our great achievements and little successes.
 6. Set realistic and attainable goals and work on them.
 7. Be willing to take risks and try new things.
 8. Solicit regular feedback.
 9. Learn to love and accept ourselves and others.
 10. Meet people and keep on acquiring friends.
 11. Be a learning individual.

SUMMARIZE the KLPs and proceed to the closing activity.



Closing Activity:

Option 1: "A Time for Us"

1. Ask the participants to sing/read the song, "**A Time For Us**" (*Annex 6*) and reflect on its meaning.

2. Ask for volunteers to share their reflections.
3. Process and synthesize their responses.
4. Close the activity by allowing each participant to write a description of him/her 10 years from now. The aim of this activity is to let the participants envision themselves overcoming their weaknesses and loving who they are right now.
5. Closing Statement: *“Self acceptance is loving who you are NOW. This is a contract with yourself to love and accept who you are at this very moment, even those weaknesses you’d like to change eventually. Self-esteem, therefore, is something that grows throughout a person’s life. It is believing in yourself, an ability to see inner good qualities. If you honor your personal strengths, you will be equipped to raise adolescent children and love them the way they were intended to be loved. Do not waste time in showing all the love you can give”.*

Option 2: “The Parable of the Pencil”

1. Ask the participants to listen to the **“Parable of the Pencil”** (Annex 7) while you read it aloud. You may also play a meditative music while reading.
(Note to the facilitator: you may use a powerpoint presentation to facilitate the activity.)
2. Tell them to feel the message of the parable.
3. After reading, give them time to absorb the message of the parable. Close the activity by saying, *“You are all special in the eyes of the Supreme Being regardless of you are or how others see you. You possess talents that you should cultivate and readily share with others to realize your mission in life.”*

Session 3: Values Clarification on Adolescent Sexuality



Objectives:

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

- Define values vis-a-vis sexuality
- Examine their personal views regarding adolescent sexuality issues;
- Realize that parental values are often learned by children in the home.



Time Allocation: One and a half (1 ½) hours (suggested)

Materials Needed:



- Handouts on “Talking About Sexuality and Values” to be provided to every participant
- Format of the exercise printed in newsprint
- Sheets of cartolina containing the words “Agree”, “Disagree” and “Undecided”,
- Masking tape
- Statements or situations made ready for the use of the facilitator.

Opening Activity



Option 1: “Talking about Sexuality and Values”

- 1. Introduce** the activity by saying, “*After knowing and accepting who you are, let us now examine your values. What are Values? Values are the principles that you believe in and that should guide your behavior. Values are learned first from parents and then from others, including peers. Adolescents often question or test the values they have learned from their family. Friends with different values, media messages, and developing intimate relationships all challenge the youth and create opportunities for them to make responsible and healthy decisions about sexuality.*”
- 2. Provide** each participant with a copy of the handout, “**Talking about Sexuality and Values**” (Annex 8).
- 3. Ask** participants to estimate the age at which they feel each listed behavior is appropriate. Give them 3-5 minutes to do this.
- 4. Collect** all the completed handouts. Shuffle them and redistribute so no one ends up with his/her own handout.

5. Using a blackboard, whiteboard, or newsprint, **ask** the participants to call out the age listed on the sheets for each behavior. Go through all the behaviors, listing the ages beside them.
6. **Process** the activity by asking the following questions:
 - a. Which behaviors were easiest to assign to a particular age? Which were the hardest? Why do you think this was so?
 - b. Could the age you chose for particular behaviors/activities affected by circumstances? Can you give an example?
 - c. Why do you think were there differences in the ages listed next to some behaviors?
 - d. How did you decide the appropriate age for a given behavior?
 - e. How would you react if your teen listed a very different age from the one you gave?
7. **Synthesize** the sharing and proceed to discuss your KLPs.

Option 2a: “Opinion Poll”

1. **Introduce** the activity by saying, *“After knowing and accepting who you are, let us now examine your values. What are Values? Values are the principles that you believe in and that should guide your behavior. Values are learned first from parents and then from others, including peers. Adolescents often question or test the values they have learned from their family. Friends with different values, media messages, and developing intimate relationships all challenge the youth and create opportunities for them to make responsible and healthy decisions about sexuality.”*
2. **Prepare** the following labels on sheets of cartolina: *Agree, Disagree, Undecided.*
3. **Post** the labels *Agree* and *Disagree* on opposite sides of the room and the label *Undecided* somewhere in between.
4. **Tell** participants that you will be reading out statements and that you will be asking them to express their opinion about each statement. Instruct participants to signify their opinion by moving to the side of the room with the corresponding label. Emphasize that their opinion may fall somewhere in the continuum. Thus, they may choose to stand between *Agree, Disagree* and *Undecided* if they are not entirely in agreement with, and are a little bit uncertain about some issues.
5. **Ask** participants for their opinion regarding different issues. Present the statements and process responses for each statement one at a time, as follows:

- a. We should encourage adolescents to say no to sex before they get married.
 - b. Sexually active adolescents should be encouraged to practice safer sex: safe from diseases, from unwanted pregnancy, and from sexual abuse.
 - c. Giving sexuality education to adolescents will promote promiscuity and early sexual activity.
 - d. Reproductive health services, including contraceptives, should be made accessible to married and unmarried adolescents.
 - e. Parents should be the primary sexuality educators of their children.
- 6. Emphasize** that there are no right and wrong answers and that participants are free to express their own opinions. Clarify terms or points that may not be clear to participants.
- 7. Process** the activity by asking the following questions:
- a. Why do you agree/disagree? For those undecided, ask: What would make you agree/disagree?
 - b. How did you feel about expressing your opinion about these statements?
 - c. What did you learn from this exercise?
- 8. Conclude** the activity by saying, *“It is important that you share your values. However, remember that as your adolescents move into young adulthood, they will make their own decisions about sexuality. You will have no control over these decisions. Peers and media may dominate the lives of your adolescents, but if the foundation of their values is very strong, they will hold on to these no matter what.”*
- 9. Link** discussions with the KLPs.

Option 2b: “Opinion Poll” (revised version)

1. Give the same instructions to the participants as those in Option 2a, and follow the same steps. The only difference between Option 2a and Option 2b is that the former makes use of statements while Option 2b makes use of situations.
2. The following are the suggested situations:
 - a. Lorna and Jun have been girlfriend-boyfriend for four months and they have agreed to engage in premarital sex using a condom to protect them from pregnancy and sexually transmitted infections.
 - b. Mr. and Mrs. dela Cruz have children ages 9 and 12. They openly discuss with their children sexuality related issues, including the different family planning methods (both natural and artificial).

- c. Girl and Boy are about to get married. They have not engaged in pre-marital sex.
- d. The rural health center in City X is providing contraceptives to single adolescent girls.

Note to the facilitator: You may come up with other relevant situations.

3. **Emphasize** that there are no right and wrong answers and that participants are free to express their own opinions. Clarify terms or points that may not be clear to participants.
4. **Process** the activity by asking the following questions:
 - a. Why do you agree/disagree? For those undecided, ask: “What would make you agree/disagree?”
 - b. How did you feel about expressing your opinion about these situations?
 - c. What did you learn from this exercise?
5. **Conclude** the activity by saying, *“It is important that you share your values. However, remember that as your adolescents move into young adulthood, they will make their own decisions about sexuality. You will have no control over these decisions. Peers and media may dominate the lives of your adolescents, but if the foundation of their values is very strong, they will hold on to these no matter what.”*
6. **Link** discussions with the KLPs.



KEY LEARNING POINTS



START by asking the participants, “What comes to your mind when you hear the word, ‘values’?”. (You may request the participants to write their answers on a meta card or on the board.)

CLUSTER similar ideas together. **PROCESS** and **LINK** with the KLPs.

- Values are principles or beliefs that serve as personal guidelines for individuals that help a person make decisions.
 - ✓ Values are influenced by personal experiences and perceptions, parents, friends, school and church.
- A value is considered a value if:
 - ✓ It is chosen freely
 - ✓ It is chosen from alternatives

- ✓ It considers the effects of various alternatives
- ✓ It is acted upon by the person
- ✓ It is acted upon repeatedly
- ✓ It helps a person achieve his/her goal
- ✓ It is publicly affirmed by the person

☑ There are two kinds of values that influence our thinking, attitude and behavior:

☑ There are two kinds of values that influence our thinking, attitude and behavior:

- ✓ Instrumental values – deal with DO's and DON'Ts and style of behavior.
- ✓ Terminal values – deal with some goal of existence or purpose of life.

ASK the participants to give examples of instrumental and terminal values.



☑ There are three acts of valuing:

1. Choosing (cognitive) – choosing freely from alternatives after thorough consideration of the consequences of the alternatives
2. Prizing (emotional) – cherishing, or being happy with the choice, willing to affirm the choice and publicly affirming the choice
3. Acting (behavioral) – doing something with the choice and doing it repeatedly

☑ Values are caught rather than taught. Setting an example is one of the most effective ways of communicating to the adolescent what parents value and believe in. Children are likely to copy what their parents say and do.

Before proceeding with the next main KLP, **ASK** the participants, “*What comes to your mind when you hear the word, ‘sexuality’?*”

(Again, you may request the participants to write their answers on a meta card or on the board.)

CLUSTER similar ideas together and process responses. **PRESENT** to the participants the definition of ‘sexuality’. Do not forget to link the formal definition with the responses of the participants that you have processed.

ELABORATE and provide examples for each of the 5 components of sexuality.

- Sexuality is defined as the totality of our personhood. This is a product of what we are born with and our own unique life experiences that have shaped our attitudes, feelings and values towards ourselves and other people. It has five major components:

1. Sex

Being male or female and how our bodies develop and work.

- Humans are either male or female.
- Sex is determined when the egg is fertilized.
- Men ejaculate equal amounts of two types of sperm; one type will produce a boy, the other will produce a girl. The baby's sex will depend on which type of sperm fertilizes the egg.

2. Sexual Orientation

Being straight, gay, lesbian or bisexual. Sexual orientation is different from sex. It is based on with whom one is romantically and sexually attracted to.

3. Gender Identity

The psychological sense of being male or female and one's personal and/or social norms for feminine or masculine behavior.

4. Sexual Identity

Feelings about one's body and about being a man or a woman. There are two major questions associated with sexual identity:

- Who am I sexually?
- How do I relate to others as a sexual person?

5. Values, attitudes, and emotions

Beliefs, principles and feelings about life, love and the people one interacts with.

Before discussing the next KLPs, you may ENTER-AIN more questions if there are any.

ASK participants to give examples of their family values on sexuality that are based on religion or culture and on life experiences.

PROVIDE elaborations and illustrations when necessary.

ELICIT views and personal experiences from the participants.

- ☑ Sexuality helps us to define our feelings of self-worth. This is one of the most important factors that shape our identity and enhances how we define who we are.
- ☑ The family is one of the most important and powerful sources of messages about values.
- ☑ Each family has its own values about sexuality.
 - ✓ Some family values on sexuality are based on religion and/or culture. Others are based on life experiences.
 - ✓ Often, family “messages” about sexuality are considered values, while in some instances, values are learned by asking family members how they feel about something. Other times, values are learned during casual conversations and interactions with family members.
- ☑ It is important for parents to have a clear understanding of their own feelings and values related to sex. A lack of this self-knowledge keeps them from effectively educating their children about sexuality.
- ☑ Being able to talk openly and honestly about sexuality with adolescents is important. This enables adolescents to sort out their own feelings about sex, develop personal sexual standards, and obtain information needed to make responsible sexual decisions.
 - ✓ Basing sexuality-related decisions on misinformation or false beliefs could have serious and distressing consequences such as an unintended or unwanted pregnancy, a sexually transmitted disease, and other problems.
- ☑ The love, respect, and communication involved in helping children become healthy adults is the result of long-term parental nurturing combined with comprehensive education.
 - ✓ Children who have learned moral values like respect, chastity, honesty and integrity within their own families, stand a better chance of enjoying meaningful and productive adult lives.
 - ✓ Children unconsciously learn to value their own sexuality based on the way they perceive parents feel about themselves and each other.

SUMMARIZE KLPs and proceed to the closing activity.



Closing Activity:

Option 1: “I Value Sexuality”

1. **INSTRUCT** the participants to choose a partner.

When they are already paired in two's, **TELL** them to form a “dyad” and discuss the following questions:

From our discussion, what are your primary realizations about your Values on Sexuality?

- How can you best discuss sexuality-related matters with your adolescents?
- (Complete the statement) From now on, I will...

2. **ASK** the first two pairs to share the outcome of their dyad.
3. **PROCEED** to Closing Statement.

Closing Statement:

“From this session, we learned that each family has its own values about sexuality. These values are principles that serve as personal guidelines in making decisions. We have also discussed that values are influenced by personal experiences and perceptions from our parents, friends, school and church.”

“Therefore, you need to realize that as parents it is critical that you have a clear understanding of your own feelings and values related to sex. A lack of this self-knowledge will keep you from effectively educating your children about sexuality”.

Option 2: “Whip Statements”

1. **INTRODUCE** the activity by saying:

“Now that we have completed the session, we will give you 10 minutes to reflect and complete at least one of the following whip statements.”

In this session...1) I feel... 2) I learned ... 3) I realized... 4) I will do or not do...

2. After 10 minutes, **ASK** the participants to share their reflections.
3. After all the participants have shared their responses, **PROCEED** to your closing statement:

Closing Statement:

“From this session, we learned that each family has its own values about sexuality. These values are principles that serve as personal guidelines in making decisions. We have also discussed that values are influenced by personal experiences and perceptions from our parents, friends, school and church.”

“Therefore, you need to realize that as parents it is critical that you have a clear understanding of your own feelings and values related to sex. A lack of this self-knowledge will keep you from effectively educating your children about sexuality”.

Session 4: Purpose and Meaning of My Life As A Parent



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

1. Explain and appreciate the purpose and meaning of parenting.
2. Review the roles and responsibilities of parents to their adolescent children relative to concerns on sexuality.



Time Allocation: One and a half (1 ½) hours (suggested)



Materials Needed:

Newsprint printed with the two-column exercise
Pencils/ball pens
Bond papers
Newsprints
Pentel pens
Masking tape



Opening Activity

“Finding My Meaning and Purpose”

1. **Introduce** the activity by saying, *“Knowing what you believe in, the values that guide your behavior, let us discover for what purpose do you attribute these values? Why do you lead your life the way you do? Do you simply exist or do you live life to the fullest?”* For this session, you will examine your purpose. Everything in life is created for a purpose – things such as a chair, bulb, jeepney, hands, feet, mouth, and others have their distinct purpose.”
2. **Instruct** participants to answer the following questions individually first.



As a parent, why am I in this world? What is my mission in life? (Bilang magulang, Bakit ako nandito sa mundong ito? Ano ang aking layunin?)



As a parent, whom do I serve? (Bilang magulang, Sino ang aking pinagsisilbihan?)

3. Give each participant 10 minutes to answer the worksheet then divide them into groups of five. Each participant will share their answers with their group mates and will then come up with a consolidated response for the group using the same format.
4. Each group will assign a presenter or presenters.
5. Process the activity by asking the following questions:
 - How do you feel about going through the exercise? Was it difficult to answer the questions?
 - What was common about the answers of the various members of the group?
 - What was unique?
 - How do you feel about each other?
6. Conclude the activity by saying, *“As parents, it is very critical that you realize your purpose and appreciate the essence of your mission in this world. Knowing and appreciating your roles as parents with adolescent children to raise, serves as a solid foundation for you as you mold your precious children into competent, loving, and God-fearing adolescents.”*
7. Proceed to discuss your KLPs.



KEY LEARNING POINTS



REFER back to the responses of participants that surfaced earlier to illustrate this KLP.

ASK 2-3 participants how they would define “parenting”.
LINK their answers with the formal definition.

ASK the participants to share their experiences in providing care, love and guidance to their children.

- If you are able to define your purpose in this world as a parent, then you will act to fulfill this purpose.
- Parenting is the rearing of a child, especially the care, love, and guidance given by a parent. It is the process of raising and educating a child from birth to adulthood.

- ☑ Parenting starts with knowing what it is all about – its goal, responsibilities of parents and knowledge of their children.
- ☑ To be effective, parents need to be involved in their children’s lives. While this is important at each stage of development, parents need to be especially involved during their children’s adolescent years.



Before proceeding to the discussion on adolescence, ASK the participants to describe in one word the “adolescent stage”. WRITE their answers on the board. PROCESS and link with the main KLP.

Following this, ASK 2-3 participants to share their experiences with their teens/ adolescents relative to the physical, emotional, social and intellectual changes occurring during the period of adolescence.

- ☑ Adolescence is a stage in life which is characterized as a very critical period. During this time, teens experience rapid physical, social, emotional, and intellectual development.
- ✓ Many psychologists feel that “the stresses of adolescence are inescapable; since the adolescent’s rapid sexual maturation and powerful sexual drives conflict with the culture’s traditional prohibitions against their free expression, and their parents’ reluctance to accept these changes in their children.”
- ✓ However, parents and teens can live together, more or less harmoniously, if parents know what to expect, and are willing to make adjustments in the way they think and act.
- ✓ Recent studies report that the teen years are often among the richest for parent-child relationships.
- ✓ Research on large samples of young people over the past two decades has led to the conclusion that most adolescents, most of the time, are calm, predictable and purposeful rather than storm-tossed, erratic, and “lost.”

POST each of the following ideal parenting styles for adolescents on the board.

DEEPEN discussion by elaborating on each point and providing examples.

ENCOURAGE the participants to give their views.

Parents move from controller to companion.

- ✓ As babies, children are absolutely dependent on their parents, and parents assume total responsibility over them.
- ✓ When children reach adolescence, parents should become both peer and parent to their children. Parents should not easily give up their authority over them. However, they should allow the adolescent to participate in decision-making.

Parents move from talking to listening.

- ✓ When children are young, parents do a lot of talking. They instruct, teach, lecture, rant, and nag. Parents need to listen, for adolescents value their parents' ears more than their mouths. It is said that "Everyone should be quick to listen, slow to speak and slow to become angry."

Parents move from spending time with their adolescents to spending *more* time with their adolescents.

- ✓ Adolescents need more, not less, of their parents' time.
- ✓ Parents can create prime time with their busy adolescents. The following prime times are suggested:
 1. *Merienda* time – this time can be possibly created when parents pick up their adolescents from school and go to a restaurant to share a snack together; or this could happen at home where parents can enjoy having "merienda" with their adolescents.
 2. Meal time – Meals are usually the only time when the whole family is together. In some instances, this may not be possible, but parents can make it a practice for all family members to be together during lunch or supper.
 3. Post-trauma time – after an emotional problem, adolescents may want to talk about what they are feeling. The teen years are a mine field of stress, so parents should lend an understanding ear at "just-the-right times."
 4. Down time – the best time to communicate are during down times. Parents should find out what their adolescents like to do, so that they can do it with them. Activities like trips, hikes, leisure activities, hobbies, sitting around a camp fire — these are the relaxed moments when teens unwind, lower their defenses, and conversation seems natural.
 5. Bed time – parents should take advantage of bed times. Children are never too old to be tucked-in. Bedsides were made for parents to sit on, and with the lights low, and the day is done, teenagers often feel a coziness that allows them to share some of their precious, private thoughts. A sensitive parent just listens, reassures, hugs, and treasures the moment.

6. Media Time – adolescents love to watch TV, movies, listen to the radio and surf the internet. Parents should find time to be with their adolescents as they go about these activities. Parents should also teach their adolescents to be discerning about the use of media, or they should regulate its use while at the same time explaining the reason for doing so.



ELICIT from participants other practices that they observe in carrying out their parental duties and responsibilities.

- Parents move from reprimanding to praying.** Parents should always pray for their children and reassure them about the plans for them of the Supreme Being.
- ✓ Adolescents increasingly need someone who will continually pray for them.

DISCUSS the remaining KLPs. ENCOURAGE interaction among the participants.

- The responsibilities of parents to their adolescent children are enormous. They must exercise a self-confident and loving authority to carry out these responsibilities.
- ✓ They must not forget that they are raising adolescents, not children.
- ✓ When they think of their adolescent's, they should picture their character, not just their careers.
- ✓ A parent's job is to lead their adolescents to become competent, responsible, considerate, and generous men and women who are committed to live by well-cherished values all their lives.

SUMMARIZE KLPs and proceed to the closing activity.



Closing Activity:

Reflection (can be a bring home activity)

1. Instruct participants to reflect on their communication patterns with their adolescent children by answering the following questions:
 - How much time did I talk with my teenager/adolescent last week?
 - Did I do more talking or listening?
 - Did I come across as dictatorial and defensive?
 - How frequently do we chat like buddies?
 - How can I improve?

Over- all Closing Activity (for Module 1)

1. Instruct the participants to write their strengths and weaknesses on the provided sheet.
2. Ask the participants to form a circle and distribute candles to each participant.
3. Tell the participants to reflect on the strengths written and ways on how to enhance them.
4. Light one candle and let everyone light their candles through their neighbors' candles.
5. Sing the song, "**A Time for us**," (Annex 6) or any song with a message of change while each one is burning their weaknesses in the symbolic "Weaknesses bin."

Alternate Closing Activity

"Three Point Whip Statements"

1. Ask the participants to think of the three most important things they have learned/realized from the session and what they resolve to do as a result of these learnings.

Write the following whip statements:

The three most important things I learned/realized...

Because of these learnings/realizations, I will...

2. Give them 3 minutes to complete the statements. Ask 4 participants to share what they have written.
3. After participants have shared their responses, sing the song, "**If We Hold on Together**," (Annex 9) or any song with a message of change.

Annexes



Personality Profile Questionnaire

To determine your personality type, answer the profile questionnaire below. In each of the four words given, place an X beside the adjective (word) that most often applies to you. The first adjective that comes to your mind is often the most applicable.

How to analyze your score:

1. Each column in both the strengths and weaknesses should have a total score.
2. The column with the largest score in the combined strengths and weaknesses column under a specific personality type is the dominant personality type.

Strengths (Kalakasan)

	1. ___ Talker (Madaldal)	___ Tenacious (Determinado)	___ Thoughtful (Maalalahanin)	___ Tolerant (Mapagparaya)
	2. ___ Funny (Nakakatawa)	___ Forceful (Mapilit sa kagustuhan)	___ Faithful (Tapat)	___ Friendly (Palakaibigan)
	3. ___ Cheerful (Masayahin)	___ Confident (May kumpyansa sa sarili)	___ Deep (Malalim)	___ Consistent (Hindi nagbabago)
	4. ___ Optimistic (positibo ang pananaw sa buhay)	___ Outspoken (Prangka sa pagsasalita)	___ Orderly (Maayos)	___ Listener (Tagapakinig)
	5. ___ Popular (Kilala dahil palakaibigan)	___ Productive (Masipag)	___ Persistent (Di Sumusuko)	___ Pleasant (Maganda ang Disposisyon)
	6. ___ Delightful (Masayang kasama)	___ Daring (Malakas ang loob)	___ Detailed (Detalyado/Metikuloso)	___ Diplomatic (Mahusay makitungo)
	7. ___ Spirited (Puno ng buhay/Masayahin)	___ Self-reliant (May tiwala sa sariling kakayahan)	___ Sensitive (Mahusay makiramdam)	___ Satisfied (Madaling makuntento)
	8. ___ Mixes easily (Magaling makitungo)	___ Mover (Mapagpunyaging Pinuno)	___ Musical (Mahilig sa musika)	___ Mediator (Tagapamagitan/ Tagapamayapa)
	9. ___ Convincing (Magaling manghikayat)	___ Competitive (di pinapalampas ang mga pagkakataon na mapabuti ang sarili)	___ Considerate (Mapagbigay)	___ Controlled (Madaling makapagpigil)
	10. ___ Inspiring (Nakakapagbigay ng inspirasyon)	___ Decisive (Mabilis magdesisyon)	___ Planner (Nagaplano)	___ Contented (Madaling makuntento)
Total				

Weaknesses (Kahinaan)

1. ___ Undisciplined (Kulang sa disiplina)	___ Unaffectionate (nahihirapan magparamdam ng pagmamahal)	___ Unforgiving (Mahirap magpatawad)	___ Uninvolved (Di malimit makisali)	
2. ___ Forgetful (Makakalimutin)	___ Frank (Diretso Magsalita kahit nakakasakit)	___ Insecure (Kulang ng Tiwala sa Sarili))	___ Indecisive (Mahirap Gumawa ng Desisyon)	
3. ___ Show off (Mayabang)	___ Manipulative (Laging Nasususnod)	___ Too sensitive (Madaling Masaktan)	___ Worrier (Laging Nag-aalala)	
4. ___ Messy (Makalat)	___ Short tempered (Mainitin ang Ulo)	___ Hard to Please (Mahirap Pasayahin)	___ Lazy (Tamad)	
5. ___ Changeable (Madaling Magbago ang Isip)	___ Tactless (Hindi Iniisip ang Sinasabi)	___ Suspicious (Laging nagsususpetsa)	___ Slow (Mabagal)	
6. ___ Easily Angered (Madaling Magalit)	___ Stubborn (Matigas ang Ulo)	___ Depressed (Malungkutin)	___ Fearful (Matatakutin)	
7. ___ Loud (Maingay)	___ Resistant (Di Sumusunod sa Iba)	___ Negative Attitude (Laging Di Maganda ang Pananaw sa mga Bagay Bagay)	___ Blank (Di Gaano Nagpapakita ng Emosyon/Damdamin)	
8. ___ Naive (Madaling Lokohin)	___ Domineering (Laging Nangingibabaw)	___ Moody (Sumpungin)	___ Compromising (Mahina ang paninindigan)	
9. ___ Restless (Di Mapakali)	___ Argumentative (Mahilig Makipagtalo)	___ Loner (Mapag-isa)	___ Aimless (Walang Direksiyon)	
10. ___ Repetitious (Paulit-ulit)	___ Impatient (Kulang sa Pagpapasiyensya)	___ Revengeful (Palaging Gumaganti)	___ Timid (Mahiyain)	
Total				

Form for the Facilitator

Strengths (Kalakasan)

Total	Sanguine	Choleric	Melancholy	Phlegmatic
	1. ___ Talker (Madaldal)	___ Tenacious (Determinado)	___ Thoughtful (Maalalahanin)	___ Tolerant (Maluwag)
	2. ___ Funny (Palabiro)	___ Forceful (Mapilit sa kagustuhan)	___ Faithful (Tapat)	___ Friendly (Palakaibigan)
	3. ___ Cheerful (Masayahin)	___ Confident (May kumpyansa sa sarili)	___ Deep (Malalim)	___ Consistent (Hindi nagbabago)
	4. ___ Optimistic (positibo ang pananaw sa buhay)	___ Outspoken (Prangka sa pagsasalita)	___ Orderly (Maayos)	___ Listener (Tagapakinig)
	5. ___ Popular (Kilala dahil palakaibigan)	___ Productive (Masipag)	___ Persistent (Di Sumusuko)	___ Pleasant (Maganda ang Disposisyon)
	6. ___ Delightful (Masayang kasama)	___ Daring (Malakas ang loob)	___ Detailed (Detalyado/Metikuloso)	___ Diplomatic (Mahusay makitungo)
	7. ___ Spirited (Puno ng buhay/Masayahin)	___ Self-reliant (May tiwala sa sariling kakayahan)	___ Sensitive (Mahusay makiramdam)	___ Satisfied (Madaling makuntento)
	8. ___ Mixes easily (Magaling makitungo)	___ Mover (Mapagpunyaging Pinuno)	___ Musical (Mahilig sa musika)	___ Mediator (Tagapamagitan/ Tagapamayapa)
	9. ___ Convincing (magaling manghikayat)	___ Competitive (di pinapalampas ang mga pagkakataon na mapabuti ang sarili)	___ Considerate (mapagbigay)	___ Controlled (nakakapagpigil)
	10. ___ Inspiring (Nakakapagbigay ng inspirasyon)	___ Decisive (Mabilis magdesisyon)	___ Planner (Nagaplano)	___ Friendly (Palakaibigan)
Total				

Form for the Facilitator

Weaknesses (Kahinaan)

Total	Popular Sanguine	Powerful Choleric	Perfect Melancholy	Peaceful Phlegmatic
	1. ___ Undisciplined (Kulang sa disiplina)	___ Unaffectionate (nahihirapan magparamdam ng pagmamahal)	___ Unforgiving (Mahirap magpatawad)	___ Uninvolved (Di malimit makisali)
	2. ___ Forgetful (Makakalimutin)	___ Frank (Diretso Magsalita kahit nakakasakit)	___ Insecure (Kulang ng Tiwala sa Sarili)	___ Indecisive (Mahirap Gumawa ng Desisyon)
	3. ___ Show off (Mayabang)	___ Manipulative (Laging Nasususnod)	___ Too sensitive (Madaling Masaktan)	___ Worrier (Laging Nag-aalala)
	4. ___ Messy (Makalat)	___ Short tempered (Maitin ang Ulo)	___ Hard to Please (Mahirap Pasayahin)	___ Lazy (Tamad)
	5. ___ Changeable (Madaling) Magbago ang Isip)	___ Tactless (Hindi Iniisip ang Sinasabi)	___ Suspicious (Laging nagsususpetsa)	___ Slow (Mabagal)
	6. ___ Easily Angered (Madaling Magalit)	___ Stubborn (Matigas ang Ulo)	___ Depressed (Malungkutin)	___ Fearful (Matatakutin)
	7. ___ Loud (Maingay)	___ Resistant (Di Sumusunod sa Iba)	___ Negative Attitude (Laging Di Maganda ang Pananaw sa mga Bagay Bagay)	___ Blank (Di Gaano Nagpapakita ng Emosyon/Damdamin)
	8. ___ Naive (Madaling Lokohin)	___ Domineering (Laging Nangingibabaw)	___ Moody (Sumpungin)	___ Compromising (Mahina ang paninindigan)
	9. ___ Restless (Di Mapakali)	___ Argumentative (Mahilig Makipagtalos)	___ Loner (Mapag-isa)	___ Aimless (Walang Direksiyon)
	10. ___ Repetitious (Paulit-ulit)	___ Impatient (Kulang sa Pagpapasiyensya)	___ Revengeful (Palaging Gumaganti)	___ Timid (Mahiyain)
Total				



Handouts on Personality Types

Personality Type: The Popular Parent (Sanguine)

“LET’S DO IT THE FUN WAY”

- Desire: have fun
- Emotional needs: attention, approval, affection, acceptance, presence of people and activity
- Key strengths: ability to talk about anything at any time at any place, bubbling personality, optimism, sense of humor, storytelling ability, enjoyment of people
- Key weaknesses: disorganized, can’t remember details of names, exaggerated, not serious about anything, trust others to do the work, too gullible and naïve
- Get depressed when: life is no fun and no one seems to love them
- Are afraid of: being unpopular or bored, having to live by the clock, having to keep a record of money spent
- Like people who: listen and laugh; praise and approve
- Dislike people who: criticize, don’t respond to their humor, don’t think they are cute
- Could improve if they: get organized, didn’t talk so much, learned to tell time
- Recognized by their: constant talking, loud volume and bright eyes
- Loves to have fun, laughs a lot and thrives on an audience
 - Plays games with children
 - Gets self-worth from the response of those around them
 - Cute and adorable parent
 - Loves to tell fascinating, entertaining stories
 - Light-hearted, bright-eyed and engaging, life of the party
 - Humorous, energetic; enjoys being with people
 - Would like to have the starring role and an eternal position on center stage without being responsible for any of the hard work or details
 - Responsibility is not a plus in this parent’s mind
 - There is no worse punishment for a Sanguine parent than be ignored by the family
 - Dramatic, Emotional
 - Little ability to organize and remember instructions
 - Sanguines’ love of telling stories and wanting instant response may often lead to exaggeration
 - Will get excited over a new project that comes along but will work only if they get enough praise for it
 - Little follow-through and will abandon one pursuit if a new one seems more fun
 - Motivated by praise

Personality Types: The Powerful Parent (Choleric)

“LET’S DO IT MY WAY”

- Desire: have control
- Emotional needs: appreciation for all achievements, opportunity for leadership, participation in family decisions, something to control
- Key strengths: ability to take charge of anything instantly and to make quick, correct judgments
- Key weaknesses: too bossy, domineering, insensitive, impatient, and unwilling to delegate or give credit to others
- Get depressed when: life is out of control and people don’t do things their way
- Are afraid of: losing control of anything
- Like people who: are supportive and submissive, see things their way, cooperate quickly, let them take credit
- Dislike people who: are lazy and not interested in working constantly, resist their authority, become independent, are not loyal
- Could improve if they: allow others to make decisions, delegates authority, become more patient, didn’t expect everyone to produce as they do
- Recognized by their: fast-moving approach, quick grab for control, self-confidence, restless and overpowering attitude
- Instantly becomes Commander-in-Chief in any situation
 - Being in charge of the family comes naturally
 - Usually business like and fast paced; dictatorial, temperamental
 - Strength: motivational and action skills
 - One who can make work even out of leisure time
 - Doesn’t like any rest and considers relaxing a sin to be avoided
 - Gives orders and believes that if everyone would only do things their way – immediately – everyone will live happily ever after
 - Expectation of instant obedience from all those around
 - Needs to learn to accept differences and not just “insist on own way”
 - Needs to relax to tone down tension of his/her presence that he/she brings at home
 - Realize that three-fourths of the population don’t have the drive, zest, stamina and love for work
 - Motivated by achievements

The Perfect Parent (Melancholy)

“LET’S DO IT THE RIGHT WAY”

- Desire: have it right
- Emotional needs: sense of stability, space, silence, sensitivity, support
- Key strengths: ability to organize and set long-range goals, have high standards and ideals, analyze deeply
- Key weaknesses: easily depressed, spend too much time in preparation, too focused on details, remember negatives, suspicious of others
- Get depressed when: life is out of order, standards aren’t met and no one seems to care
- Are afraid of: no one understanding how they really feel, making a mistake, having to compromise standards
- Like people who: are serious, intellectual, deep, and will carry on a sensible conversation
- Dislike people who: are lightweights, forgetful, late, disorganized, superficial and unpredictable
- Could improve if they: don’t take life quite so seriously, don’t insist others to be perfectionists
- Recognized by their: serious and sensitive nature, well-mannered approach, self-deprecating comments, and well-groomed look
- Clean, neat, organized, punctual, thoughtful, analytical, detail-conscious
 - Compassionate, talented, dedicated, musical, patient
 - Artistic, creative, poetic; Usually have talent beyond the norm
 - Sensitive, sincere and steadfast; Well-behaved
 - Takes on the raising of children as a serious lifetime project, that no other personality totally dedicates itself to producing perfect children
 - Doesn’t like noise and confusion and prefer to be by themselves most of the time;
 - Will do project perfectly as long as you recognize their ability and do not redo what has been accomplished
 - Thinks that everyone should be a perfectionist like him/her and assumes everyone would want to if they only know how
 - Melancholic parents need to understand why other people don’t see things her way
 - Melancholic parents need to remember this or risk raising kids that don’t fit a perfect mold despite their best efforts; Critical, nit-picking parent
 - Motivated by encouragement and observation of how well they have done each task

Peaceful Parent (Phlegmatic)

“LET’S DO IT THE EASY WAY”

- Desire: avoid conflict, keep peace
- Emotional needs: peace and relaxation, attention, praise, self-worth, loving motivation
- Key strengths: balance, even disposition, dry sense of humor, pleasing personality
- Key weaknesses: lack of decisiveness, enthusiasm, and energy; hidden will of iron
- Get depressed when: life is full of conflict, they have to face a personal confrontation, no one wants to help, the buck stops with them
- Are afraid of: having to deal with a major personal problem, making major changes
- Like people who: will make decisions for them, will recognize their strengths, will not ignore them, will give them respect
- Dislike people who: are too pushy, too loud and expect too much of them
- Could improve if they: set goals and become self-motivated; were willing to do more and more faster than expected; could face their own problems as well as they handle those of others
- Recognized by their: calm approach, relaxed posture (sitting or leaning when possible)
- Kind, easy to get along with and will do whatever you ask most of the time
 - Low-key, relaxed, patient, most eager to please
 - Sympathetic nature that one finds so agreeable and acceptable in a father or mother
 - Don't argue or fight
 - Don't insist on high achievement
 - Never irrational or hysterical
 - Easily contented
 - Peaceful protector
 - Needs to develop a set of guidelines for discipline
 - Doesn't look for extra work
 - Underneath have a stubborn will, if it happens to be one of their stubborn days, they don't want to change
 - Usually have no goals and no burning desire to achieve
 - Motivated by a slow building of a trusting relationship in which they are convinced that they are valued.



The winning moment of my life...	What makes me a “crybaby?”
The gift I would like to receive...	The biggest storm in my life...
My greatest dream...	My wildest fantasy...
What pisses me off?	I’m afraid of...
My best asset...	I would like to be remembered as..



The Johari Window

	Known to self	Not known to self
Known to others	Arena	Blind spot
Not known to others	Façade	Unknown



Fountain of Life

Understanding is a fountain of life for people who find it. Discovering our own strengths and weaknesses through our personalities can lead us in identifying the personality types of our children and what makes them tick. If we spend time in listening, then we can know who they are and how to be the best parents for them.

We can mold our children by meeting their emotional needs and saving them from a life of searching for what they never got as a child. The Supreme Being gave us our children and our purpose is to love them and accept them as they are and not to try to make them to be like us.

Knowing the personalities of our children can be the key in encouraging each of our children differently according to his/her particular strengths, even his/her inclinations which do not conform to what we like or expect. We can also enable our children to overcome their weaknesses and build them up to their full potential.

By understanding our own personalities and that of our children, we are enabling our children to function in their own unique way and thus, effectively parenting them to be capable, confident individuals who are ready to face the future with hope.



A Time for Us

A time for us
To make our dreams come true
A guiding voice
Will tell us what to do

It's the time to change our ways and show the world
That we must care for men
And we'll lead them there

We'll lead them to the place beyond the sea
A place of love where everyone is free
Don't despair
The path to happiness is wide
If we must change our ways
Call on God for our guide

The Pencil Parable



In the beginning, the Pencil Maker spoke to the pencil saying, "There are five things you need to know before I send you out into the world.

- Always remember them and you will become the best pencil you can be."



First:

You will be able to do many great things, but only if you allow yourself to be held in Someone's hand.



Second:

You will experience a painful sharpening from time to time, but this is required if you are to become a better pencil.

Third:

You have the ability to correct any mistakes you might make.



Fourth:

The most important part of you will always be what's inside.

Fifth:

No matter what the condition, you must continue to write. You must always leave a clear, legible mark no matter how difficult the situation.



The pencil understood, promising to remember, and went into the box fully understanding its Maker's purpose.



30

Now replacing the place of the pencil with you; always remember them and never forget, and you will become the best person you can be.



31

One:

You will be able to do many great things, but only if you allow yourself to be held in God's hand. And allow other human beings to access you for the many gifts you possess.



32

Two:

You will experience a painful sharpening from time to time, by going through various problems, but you'll need it to become a stronger person.



33



ANNEX
8

Talking About Sexuality and Values

Complete this form by writing in the appropriate column the age and circumstance at which you would feel comfortable if your pre-teen or teen engaged in the following activities.

When is it okay to . . .

ACTIVITY	AGE/CIRCUMSTANCE
Hold hands?	
Kiss on the lips?	
Kissing with boyfriend/girlfriend in public?	
Engage in petting?	
Go out with a group of friends?	
Date?	
Undress in front of a boyfriend/girlfriend?	
Have sexual intercourse?	
Live with someone without being in a committed relationship?	
Enter a committed relationship with someone?	



If We Hold On Together

Don't lose your way
With each passing day
You've come so far
Don't throw it away
Live believing
Dreams are for weaving
Wonders are waiting to start
Live your story
Faith, hope and glory
Hold to the truth in your heart

If we hold on together
I know our dreams will never die
Dreams see us through to forever
Where clouds roll by
For you and I

Souls in the wind
Must learn how to bend
Seek out a star
Hold on to the end
Valley, mountain
There is a fountain

Washes our tears all away
Words are swaying
Somebody is praying
Please let us come home to stay

If we hold on together
I know our dreams will never die
Dreams see us through to forever
Where clouds roll by
For you and I

When we are out there in the dark
We'll dream about the sun
In the dark we'll feel the light
Warm our hearts, everyone

If we hold on together
I know our dreams will never die
Dreams see us through to forever
As high as souls can fly
The clouds roll by
For you and I