

Module 2

Me and My Family

Module Overview

This module introduces, defines and discusses the concept of family thoroughly. It also covers characteristics and functions of the family, a profile of the Filipino family, and the types as well as the threats and challenges facing Filipino families today.

This Module also provides helpful tips on empowering families so that they can defend themselves against modern-day threats, particularly those concerning adolescent health and overall development.

This Module has four sessions, namely:

- Session 1: What is a Family?
- Session 2: The Filipino Family
- Session 3: Family Well-Being
- Session 4: Challenges and Threats to Filipino Families

Session 1: What Is a Family?



Objectives:

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

1. Develop a common understanding of what a family is and what makes a family;
2. Explain the key functions of a family;
3. Recognize the importance of a family in shaping the personality of a child; and
4. Develop a commitment to actualize in their own families the **SEEDS** functions of a family.



Time Allocation: 40 minutes to one (1) hour (suggested)



Materials needed:

Family Word Hunt puzzle
Meta cards
Pentel Pens
Crayons

Opening Activity



Option 1: "Snapshots in Living Color"

1. Divide the participants into groups of at least 6 members each.
2. Introduce the activity by asking, "What are the usual things that you carry with you in your wallets?"
3. When you have enough answers, say, "Our wallets usually contain pictures of our families and loved ones. In our minds, we also carry with us snapshots of our families. Snapshots are images of special moments in time. For this activity, try to recall three of your most memorable snapshots which you feel best capture what a family is and what makes it important."
4. Provide 5-10 minutes for small group sharing.
5. When participants have completed their sharing, tell them to discuss and answer the following questions.

- What is a family? What makes a family, a family?
- What is the role of a family?
- In what ways are families the same? In what ways are they different?

Note to the facilitator: If you have more than 15 participants, you can pre-assign the questions such that each group answers only one or two questions and two groups will have the same questions to answer.

6. When all groups have completed their discussions, convene into a plenary session.
7. Synthesize similarities and differences of participants' answers. Do not correct their answers or perceptions. You will be able to do this when you discuss your KLPs. Limit your interventions to probing and clarifying, so that they will have an opportunity to explain/expound on their views. Say, *"Today we have been reminded of how special our families are. We have revisited the past and seen how they have made our lives more meaningful. As we proceed with our discussions, we will discover more about what makes families special and how important they are in our lives. We will also discuss what a family really is and what its purpose and essence is."*

Option 2: "Family Word Hunt"

Note to the facilitator: This activity can be used when participants are not verbally expressive and may feel hesitant to go into personal sharing. **Do not use this for low literacy groups.** This could also be used as a warm-up activity prior to the Opening Activity: "Snapshots in Living Color."

1. Introduce the activity by saying, *"This morning/afternoon we will have a Family Word Hunt. Just like in any hunt, you will need to be very observant and look very closely at what we will give you."*
2. Divide the participants into at least 3 groups and provide each group with pieces of the **"Family Word Hunt Puzzle"** (Annex 1).
3. Tell the participants, *"Hidden among the letters are words related to a family and being a family. The first group to find all the 12 words will be the winner."*
4. If after 10 minutes, no group is able to find all 12 words, declare the group who has found the most words as the winner.
5. Ask the winning group what their "secret" was for finding the words in the puzzle. Ask the losing group what their barriers/difficulties were. Proceed to your KLPs.

6. If the groups fail to spot the words like *love, fun, together, oneness*. Ask them:
 - Were you thinking of these words when you were looking for words related to a family?
 - Why were you not thinking of these?
7. Synthesize by saying, *“The words that we looked for or immediately found are the words we closely associate with what a family is. Words reveal our perceptions of what a family is and what makes a family. As we proceed with our discussion, we will learn and discover more about the essence and purpose of a family.”*

Option 3: “Families Are Special Because . . .”

Note to the Facilitator: This activity can be used when participants are not verbally expressive and may feel hesitant to go into personal sharing. This is recommended in lieu of *Family Word Hunt* when participants have low literacy.

Introduce the activity by asking: “What does ‘family’ mean to you? What images unfold in your mind when you hear this word?”

When you have gotten sufficient answers, say, *“Today, we will be focusing on understanding families: What makes them special and what makes them unique.”*

Divide the participants into groups of not more than 6 members each.

Tell them to brainstorm and discuss among themselves the following:

- Families are special / unique because . . .
- The ways in which families are similar / different are. . .

Give each group 5 - 10 minutes for discussion.

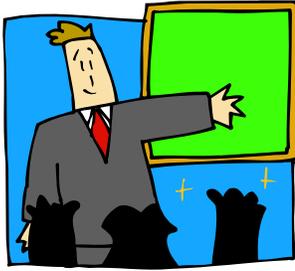
Tell participants to post their outputs on the wall.

Ask participants to stand up and mill around and review the outputs of the various groups.

Synthesize by pointing out similarities and differences in the groups’ outputs. Say, *“Today, we have been reminded of how special and unique families can be. As we proceed with our discussion, we will learn and discover more about what makes families special and what the essence and purpose of a family is.”*



KEY LEARNING POINTS



ELABORATE on these Opening Statements. Cite examples to concretize these.

GIVE the definition of “family” and relate this, as well as the following statements, to the participants’ answers in the Opening Activity.

- ☑ A family is the basic unit of society. It is the well-spring of strength and stability of a community and nation.
- ☑ A family is traditionally seen as being made up of a father (husband), mother (wife) and their child or children.
- ☑ A family is a child’s immediate environment and serves as the foundation for physical, social, mental, emotional and moral well-being.
- ☑ A family is the source of security, belongingness, emotional and economic growth.
- ✓ However, the current view is that a family is made up of people related by blood, marriage, law or affinity.



If the issue has not yet surfaced, ASK: “If a couple is childless, can we still consider them a family?”

PROBE for reactions. Be prepared for intense emotional positions.

- ✓ Thus, even couples who have no children or have adopted children are also considered as a family since they are related by marriage, law or affinity.
- ✓ While children can strengthen the bond between husband and wife, their absence should not be equated with an unhappy family life.
- ☑ Couples who are not married and only living together are also considered by some as family, because of their intense emotional bonds or affinity.
- ✓ Illegitimate children should not be ostracized or rejected.
- ✓ They need our caring and support. We should not hold them accountable for the sins, weaknesses and shortcomings of their parents.

- ✓ The New Family Code recognizes that illegitimate children have the same rights as legitimate children.
- ☑ Families are the cornerstone of our society. The quality of the family defines the quality of our nation.
- ☑ There are four qualities which often characterize a family: ***an intense emotional bond, a strong feeling of belonging and interdependence, a shared set of values and defined patterns of behaving and relating.***
- ☑ **INTENSE EMOTIONAL BOND.** Bonding means having especially close relationships. Families are linked by a strong affectionate bond, the strands of which are composed of mutual caring, responsibility, trust, respect, openness, and communication.



GIVE examples of special moments (birthdays, graduations, weddings, the birth of the first child).

- ☑ **STRONG FEELING OF BELONGING AND INTERDEPENDENCE.** Family means the people we can count on. Those who are there when we need them. Those who share our joys and sorrows. Those with whom we experience many of life's special moments.



ASK, “*Who are the people in your life whom you consider to be ‘family’ even if you are not related to them?*”

- ✓ In the Philippines, we often have an extended family, consisting of grandparents, aunts, uncles, cousins and even “*ninongs*” and “*ninangs*” or family friends to whom we feel a close affinity.



ASK, “*What are some of these values which you think have been imparted to you by your parents?*” “*Which values are influencing how you are bringing up your own children?*”

- ☑ **SHARED VALUES.** Families pass on ways of thinking, believing, not just through words but through actions.

- ✓ Our families instilled in us a pattern of beliefs, thoughts, preferences, expectations and behavior. Some may be negative, some neutral and some positive.



DRAW out or **GIVE** examples of how “weeding and fertilizing” can be done. **SHARE** your own personal experience as much as possible.

ASK participants what are some of their familial practices or tradition/rituals (e.g., what they do when a family member is sick or leaves for abroad, their unique practices during marriages, family reunions, fiestas, and other social gatherings).

- ✓ We all need to do some “weeding” to make sure that we do not pass on the negatives. The positive ones, we need to fertilize so that they will grow and benefit our children and our family.
- ☑ **DEFINED PATTERNS OF BEHAVING AND RELATING.** Familial patterns of behaving and relating differ from one family to another. For some families, the sign of respect for elders is kissing of hands (“*pagmamano*”); for others, it is kissing the cheeks (“*beso*”). For some families, reunion day is Christmas; for others, it is November 1 (All Saints’ Day). For some, the eldest child is the Junior; for others, it is the second child.
- ✓ Traditionally, the family’s primary function was viewed as that of procreation. Individuals got married and had children to ensure the continuation of a family name, a tribe or a race.

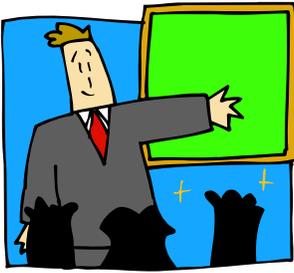


DISCUSS the real functions of the family using the mnemonic, **S-E-E-D-S**.

- ☑ The real functions of the family are contained in the word **SEEDS**.

Socialization
Emootional Nurturance
Economic Contributor
Development Facilitator
Spiritual Animator

- ✓ The time, energy and resources we devote to our children are like seeds we are planting for our children’s’ future.
- ☑ **Socialization** – The family is the fundamental unit, the first institution that molds the character of children.



DRAW out from participants examples of values, life philosophies and qualities that they learned or acquired from their parents and other family members.

SHARE some lines from the poem:
“Children Learn What they Live” (*Annex 2*).

- ✓ It is within the family that children develop a sense of what is right and wrong; where they learn how to think and feel about certain things; where they evolve a set of values and beliefs to live by.
- ✓ The family is also a place where children learn the roles they are likely to play and the expected behaviors that go with it.
- ✓ What children observe and experience, they bring with them throughout their life.
- ✓ What children observe and experience, shapes who they are and what they become.
- ☑ **Emotional Nurturance** – The family is the source of love, caring, emotional support and stability for its members.
 - ✓ Every family leaves a lasting imprint in the heart and minds of its children. Like a carving in the trunk of a narra tree, the mark that families and parents make on their children often lasts a lifetime.
 - ✓ As parents, we can either carve beautiful messages of love, support, acceptance and caring, or we can use words and actions that cut deeply and leave emotional scars.
 - ✓ While time can heal the wounds and dull the memory, the impression can never be completely erased.
 - ✓ The type of parents we are, will influence and shape the type of future our children will have.
 - ✓ The extent of caring and emotional support children receive shapes their self-image and self-esteem. It also influences their capacity to trust and love others.
 - ✓ Children who feel loved and appreciated, become more self-confident and better able to develop their talents and potentials.

- ✓ The encouragement, the affection and the teachings we are providing our children will bear fruit, long after we are gone.
- ✓ The quality of relationship between the husband and wife affects the quality of caring and emotional support they can provide their children.
- ✓ Having the right number of children ensures the parents' ability to provide the quality time and emotional nurturance each child needs.



EXPLAIN by giving comparative examples of various communities in varying states of progress.

- ☑ **Economic Contributor.** The family is a production unit. It produces goods and services not only for itself but also for the wider community.
 - ✓ Your family's income-generating activities contribute to the socio-economic development of your community.
 - ✓ The more produce your family has, the more local produce are available for the community.



ASK, "*What happens when family members are often sick?*" "*What happens when many members of the community are often sick?*"

- ✓ The quality of life of the family defines the quality of life of the community and nation.
- ✓ A well-planned and healthy family is essential to the development of the community. Good health is the basic foundation in shaping family well-being and community development.
- ✓ Healthy families are more economically productive, have improved chances for better employment and will have more earnings for the family and community.

DRAW out from participants the nature and types of community activities that they are familiar with. **ADD** or **FILL IN** if they leave out any.

ASK, "*In what ways can you and your family become active contributors to your community's development?*"

INTEGRATE the importance of getting involved in activities that protect and care for the environment.

USE local examples in the discussion; **RELATE** it to their realities.

- ☑ **Development Facilitator.** Each family is responsible not only for the well-being of its members but also of the community it is a part of.
 - ✓ You can create the community you want if you actively participate in community activities.
 - ✓ You must encourage your family members to become active partners in the development process within your communities.
 - ✓ You should develop in your children care, concern and commitment not only for your family's well-being but also for your community and our nation.
 - ✓ Discussing and getting involved in community events is one way to make this happen.
 - ✓ Your involvement in your community today is an investment for a better tomorrow and a more secure future for your children.
 - ✓ They are investments you are making in your children's future and your own.



ELABORATE by giving examples and leading the group to reflect on their own family situations.

Be sure to take into consideration the perspective of other religious groups such as Muslims, Iglesia ni Kristo, Mormons, Protestants.

- ☑ **Spiritual Animator.** Studies have shown that strong families have a strong and active faith dimension in their family life.
 - ✓ Parents should assume the responsibility of bringing their children closer to the Almighty.
 - ✓ The foundation of spirituality is anchored on a strong faith in the Creator.
 - ✓ Family togetherness, camaraderie and bonding will be facilitated if there is one unified purpose — to serve and glorify the Almighty.
 - ✓ Your love for the Almighty must be felt and seen by your children in your everyday life and living. **True spirituality must be lived not just believed.**
 - ✓ Family devotions, involvement in church activities and a deep abiding love for the Almighty result in forming personal convictions that will help guide your children through uncertain and difficult times.
 - ✓ Times of family prayer encourage and nurture the spiritual growth of family members.



ASK, “What do you think is the major threat to the family/our families?”

ELABORATE by giving examples and leading the group to reflect on their own family situations.

- ✓ Building a spiritually strong and healthy home requires time and commitment.
- ✓ Studies have revealed that these basic functions of the family are under attack and the family itself is endangered.
- ✓ The major threat to family togetherness and stability is the seeming lack of time of parents and their children to spend with each other.
- ✓ Instead of developing close, significant, intimate relationships, most families dwell under the same roof much like boarders.



ASK, “What do you do to make time for your family?”

- ✓ Remember: The amount and quality of time you spend with your children shapes the quality of your family life.



ASK, “What is the most precious gift you can give your family and your children?”

- ✓ The most precious gift you can give your family and your children is time spent with them. These memories are priceless. They are your most precious legacy to your children.



Closing Activity:

Option 1: “Building Stronger Families”

1. Introduce the activity by saying, *“Our families and our relationships with each other, are what our children will remember us by. Growing seeds, just like building stronger families, require time, devotion, and attention. As a first step, we need to transform our insights, realizations and learnings into commitments.”*
2. Ask the participants to complete any one or both of the following WHIP Statements:
 - I will make my family stronger by _____.
 - I will make our family relationship more special by _____.
3. Ask all participants to post their outputs on the Family Wall and to mill around to review and reflect on each other’s outputs.
4. Select 6 participants to share their commitments/plans with the big group.
5. After the sharing, synthesize discussion, then say, *“A strong family and a healthy family life do not just happen. It is the result of deliberate intention, determined action and “walking your talk”.*
6. Read an appropriate poem. Choose from any of the suggested poems (*Annex 5*) or use any other relevant material that you have.

Option 2: “Growing My Seeds”

1. Introduce the activity by saying, *“Growing seeds, just like building stronger families, requires time, devotion and attention. It also requires being able to track the growth of the seed, so we will know if it needs more care and attention. In this activity, you will review how well your family is doing in each the five functions of a family.”*
2. Give the following instructions:
 - I will give each one of you a sheet of paper and some crayons.
 - Once you have received your paper, draw a sprouting seed with 5 leaves. Each leaf should represent one of the functions of a family. Draw each leaf in such a way that the

size of the leaf would indicate how well your family is presently achieving a specific purpose.

3. Demonstrate on the board how this should be done. Provide sample illustrations. Say, "Your sprouting seed may look like any of these."
4. Once participants have completed their drawings, tell them to list down at least 3 things that you need to do to grow your seeds and build a stronger family.
5. Ask them to look for a partner with whom they would like to share their drawing.
6. Give them 5-10 minutes for the sharing. Once completed, ask them to post their drawings on the wall.
7. Pick-up similarities and common themes in their outputs, then say, "*A strong family and a healthy family life do not just happen. It is the result of deliberate intention, determined action and 'walking your talk'.*"

Session 2: The Filipino Family



Objectives:

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

1. Discuss the profile of Filipino families;
2. Understand the different types of Filipino families and the factors that shape these families;
3. Know the advantages and disadvantages of each family type.



Time Allocation: 40 minutes to one (1) hour (suggested)



Materials Needed:

None

Opening Activity



Option 1: “Through the Years”

1. Divide the participants into small groups of at least 4, at most 8 members each, according to their age group (e.g., Group 1, ages 41 and up, Group 2 ages 30-40, Group 3 ages 20-29). Ask them to give a name to their group.
2. Introduce the activity by saying, *“Through the years, we have seen a lot of changes in our society. As society changes, our families change, too. In this activity, we will recall the many changes that Filipino families have undergone.”*
3. Give the following instructions: *“They say that we Filipinos are very creative story-tellers. For this activity, I want you to tell the story of whatever time period has been assigned to you. You can do this through a song or a la Lola Basyang. You are not being asked to do a role play. What you can do is have some of your group mates act out the situation you want to describe/ show while a narrator describes what the Filipino family was like during the time period assigned to you.”*
 - Each group will describe the Filipino family during their time, i.e. those aged 20-29, the 90s; 30-39, the 80s; 40 and above, the 70s – 60s.

— In describing the families of your assigned periods, pay particular attention to the following areas:

- Family Relationships
- Family Roles
- Family Lifestyles and Rituals
- Family Leisure / Recreations
- Family Meals

4. Give each group 5 minutes for sharing and discussion; then ask the groups to make their presentations.
5. Synthesize by showing and discussing how the families have changed over the past decades, in the various key areas of family life.
6. Relate these to the KLPs.



KEY LEARNING POINTS



CITE relevant regional/local data on these factors.

REFER/RELATE to presentations and sharing in the Opening Activity. DISCUSS/LEAD the group to reflect on implications.

- Families are not what they used to be.
- Families of today have changed due to rapid urbanization, geographic mobility, globalization of the world economy and increasing number of women employed locally or overseas.
- As society changes, so does the structure and functions of the family.
- Many of the traditional functions of the family are now being done by other institutions such as school, government, church and the media.



CITE relevant regional/local data on these factors.

- Instead of a network of supportive neighbors, friends or relatives, families are oftentimes surrounded by crimes, violence and drugs.



REFER/RELATE to presentations and sharing in the Opening Activity. DISCUSS/LEAD the group to reflect on implications.

CITE relevant regional/local data on these factors.

Increased urbanization has also reduced the number of opportunities for informal, direct communication between the family and other social institutions (e.g., schools, churches, government agencies and local government units).

For some families, economic hardship has led to the deterioration in emotional well-being and health of family members.

- ✓ There has been a noticeable increase in the disintegration and break-up of families.



REFER/RELATE to presentations and sharing in the Opening Activity. DISCUSS/LEAD the group to reflect on implications.

- ✓ Changes in social, political, economic and cultural conditions have also led to changes in the lifestyle, needs, roles and relationships of Filipino families.
- ✓ In some families, roles and responsibilities are now shared and no longer divided into gender stereotypes.



REFER/RELATE to presentations and sharing in the Opening Activity.

- ✓ There is no such thing as “man’s” work or “woman’s” work.
- ✓ Traditional stereotypes of the psychological, social and emotional characteristics of men and women and the appropriate roles of men and women/ husband and wife have also begun to break down.



ASK, “What do you think are the different types/forms of families that we now have?”

When appropriate, REFER/RELATE to presentations and sharing in the Opening Activity. Discuss/lead the group to reflect on implications.

- ✓ Filipino families of today come in many forms.
 - Families with working mothers
 - Families with stay at home fathers
 - Latchkey families
 - Single parent/ solo parent households
 - Families with parents apart
 - Blended families



ASK: “What do you think are the advantages and disadvantages of being a working mother?”

- ✓ At present, most Filipino homes have working mothers. With the high cost of living and changing lifestyles, the average income of the husband is often not enough to support the family.



ASK working mothers in the group, “What are some of the techniques that you use to balance the demands of work and family life?”

If you have participants who used to work and are now no longer working or vice-versa, ask them to share their insights/learnings.

- ✓ Although the combined family income is critical to maintaining its desired standard of living, balancing the pressures of work and family life is difficult.
- ✓ The additional effort required, may leave couples starved for time. Oftentimes, it creates stress for the family and problems in providing sufficient care and supervision of children.
- ✓ In other cases, it is not so much financial need that pushes women to join the workforce as it is the need to find self-fulfillment, to achieve career goals, practice their profession or to remain in contact with the outside world.

- ✓ On the whole, having a mother who works is good for adolescents.
- ✓ This is especially true for girls whose mothers have successful careers. Daughters of career women tend to have higher self-esteem, are better adjusted socially, and more achievement-oriented than other girls.
- ✓ The sons of career women also tend to be more independent and to have more positive attitudes towards women and work than those whose mothers stay at home.



ASK, “What do you consider as the key challenges facing a single parent?”

ASK, “What do you think are the advantages and disadvantages of this family situation?”

“What are the strategies that can be adopted to minimize the disadvantages of this family situation?”

- ☑ A family may be a single parent or a solo parent household.
- ✓ Traditionally, this occurred only if one of the parents died.
- ✓ Today there are increasing numbers of single parent families due to family disintegration leading to separation, abandonment or annulment.
- ✓ There are also instances when a child is being reared by an unmarried parent, an aunt/uncle or even a grandparent.



CITE specific relevant regional and local data. CHECK OUT how many participants are in this “latchkey family” situation or who have friends/relatives in this situation.

ASK, “What do you think are the advantages and /or disadvantages of a family situation like this?”

- ☑ Latchkey families are those where parents are unavailable to take care and/or supervise the children before or after school and on school holidays. The term “latchkey” refers to the fact that children have their own keys to allow them access to the family home.
- ✓ Studies have shown that as in any family situation, there are advantages and disadvantages to this arrangement.

What is important is even if both parents may not be around physically, there is someone who can provide the psychological support and supervision required by the children.

- ✓ An elder relative, brother/sister or family friend sometimes assumes this role.
- ✓ Leaving children on their own poses not only psychological dangers but also physical dangers.
- ✓ The latchkey syndrome is most disadvantageous when children are allowed to wander freely after school hours, getting home as late as their own parents. Studies show that these children are more likely to experiment with sex, drugs and alcohol, specially after school hours.
- ✓ Latchkey children may suffer from:
 - Fear
 - Boredom
 - Loneliness
 - Recurring and intense fears
 - Vulnerability to academic problems
- ☑ Numerous families have either mother and father working abroad or in distant towns, cities, or provinces. Thus, they are away from family and home for long stretches of time.
 - ✓ The effect on the family and the children depends greatly on the family's coping system.
 - ✓ There are also families where employment of the spouse requires frequent long distance travels thus keeping them away from the family.
 - ✓ In these type of families, the remaining parent performs the roles of the absentee parent.
 - ✓ The stay-at-home partner assumes new roles and responsibilities.



ASK, “Have you heard of the phrase “blended families”?”

DIFFERENTIATE blended families from broken families. Focus on the need to accept the realities of these blended/reconstituted families.

PROBE for reactions/feelings to this KLP.

- ☑ A blended or reconstituted family refers to a new family which includes children of both partners who have remarried.
 - ✓ Blended families were traditionally referred to as stepparents' families. The term "step parent" used to refer to someone who married a widow or widower, replacing a parent who had died.
 - ✓ Today, it more often describes someone who has become an additional parent, stepping into a position that is still filled.
 - ✓ Since annulment, separation, divorce and remarriage are increasingly becoming common, blended families are becoming more numerous.



DRAW OUT participants' reactions. **USE** buzz group or voting technique to facilitate surfacing of participants' reactions/feelings.

- ✓ These families face the challenge of combining two households, harmonizing a network of relationships and adapting/coping with a new parent, new sibling, and a new family lifestyle.

PROBE for reactions/feelings to these KLPs. **ELABORATE** through examples and shared accounts of real experiences.

- ☑ A growing body of researches shows that maternal employment, separation, remarriage and single parenthood by themselves do not interfere with or hinder the psychological health and development of children and adolescents.
- ☑ The attitude of parents towards any of these family situations is also a key factor in shaping the child's expectations and experiences.
- ☑ **WHAT IS IMPORTANT IS TO KEEP THE COMMUNICATION LINES OPEN.**



Closing Activity:

“Magic Wand”

1. Introduce the activity by saying, *“If you were given a magic wand and you could wish anything for your family, what would you wish for?”*
2. Allow participants 5 minutes for reflection then proceed to sharing of answers.
3. Synthesize discussions.

Session 3: Family Well-Being



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

1. Clarify and re-align personal beliefs and values regarding family well-being;
2. Discuss the factors that contribute to family well-being; and
3. Recognize the link between family size, family well-being and quality of family relationship;



Time Allocation: 40 to 50 minutes (suggested)



Materials Needed:

- Meta cards
- Old magazines/ newspapers
- Manila paper
- Worksheets
- Pentel Pens



Opening Activity

Option1: “Imagine That . . .”

1. Divide participants into groups of no more than 6 members each.
2. Introduce the activity by saying: *“We all carry with us an image of what an ideal family should be. Our image of the ideal family captures our wishes, hopes and expectations of what we consider as the very best that a family should be, should have and should enjoy. Truly, the well-being of a family contributes to the development of the total well-being of the children. For today’s activity, imagine that you have been asked to be one of the judges in choosing the “KATANGI-TANGING PAMILYA” of the year in your region. The contest organizers have asked you to submit a list of seven qualities/characteristics that should be used to select the ideal families per region. These qualities/characteristics should be the musts that would ensure that the family achieves and maintains family well-being. Make your own list of seven and then discuss this with your group mates. You should then discuss your answers and be able to agree on your top ten indicators for an ideal family. Write these on meta cards to facilitate presentation of your*

recommendations.”

3. Provide 5 - 10 minutes for group sharing. Distribute 10 meta cards each to each group. If possible, assign a different color for each group.
4. Instruct participants to post their outputs on the wall. Invite them to mill around and view the outputs of the other groups.
5. Review the outputs of the groups. Lead the group to identify common/related responses.
6. Point out differences in group answers and/or ranking. Lead the group to a discussion on possible reasons for differing emphasis and/or ranking.
7. Discuss essence of differing answers and see if these can be integrated into other responses.
8. Inform the group that you will go back to their responses in your discussions of the KLPs for this session.
9. Proceed to the discussion of KLPs.

Option 2a: “I Have a Dream . . .”

1. Divide the participants into groups of no more than 5 members each.
2. Introduce the activity by saying, *“All of us have dreams for ourselves, especially for our children. Often, these dreams are hopes and wishes for what we consider to be a good life. It also contains indicators of what we consider as necessary for family well-being. Today, we will take the time to remember our dreams for our respective families, especially for our children.”*
3. Give the following instructions.
 - You will have 5 minutes for individual personal reflection.
 - Ask yourself the following questions:
 - a. *How do you see your whole family, particularly your children 5 or 10 years from now?*
 - b. *What would you want your family or your children to be/to have?*

- c. *What kind of life would you like to have, especially for your children?*
- d. *What will your family or your children be like?*

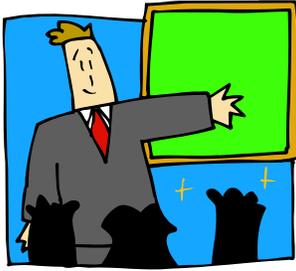
- After your individual reflection, share your dreams and wishes with your group members.
 - When you have all finished sharing, discuss the similarities in your answers and identify what you consider as the seven most important wishes that you all have for your families/children. These seven would consist of “*musts*” which you all consider to be necessary in achieving and maintaining family well-being.”
4. Convene the groups into a plenary session. Lead the group to identify common/related responses.
 5. Point out differences in group answers and/or ranking. Lead the group to a discussion of possible reasons for differing emphasis and/or ranking.
 6. Discuss the essence of differing answers and see if these can be integrated into other responses.
 7. After generating substantial discussions, synthesize by saying, “*We all have the best dreams, the highest hopes and the most positive wishes for our family, for our children. Our responses are indicators of what family well-being means for each one of us.*”
 8. Inform the group that you will go back to their responses when you discuss the KLP’s for this session.
 9. Proceed to discuss the KLP’s.

OPTION 2b: “I Have a Dream . . .” (COLLAGE)

1. Ask the participants to make a collage of their dreams/vision for their family, particularly for their children. Provide them with old magazines or newspapers and ask them to cut out pictures which will illustrate these dreams, 5 or 10 years from now.
2. Follow the same process described in **OPTION 2a**.



KEY LEARNING POINTS



REFER to participants' answers in the Opening Activity.

- ☑ All of us carry an image of what is important for our family, particularly for our children; and what our family or children should be and should have.
- ☑ Oftentimes, our family life echoes these hopes, wishes and dreams.
 - ✓ These wishes are indicators of what we value. They reflect our ideals and our priorities for our children and families as a whole.
 - ✓ They shape our expectations for ourselves, our children and our family.
 - ✓ They serve as standards for what we consider as essential to a fulfilling and satisfying family life.
 - ✓ Family well-being is like a rainbow.



EXPLAIN each image using a corresponding group output.

DEEPEN discussion. **DRAW OUT** or **CITE** examples of families that are materially rich but are “emotionally malnourished” or are suffering from psychological deprivation.

- ✓ Different people give importance to different aspects of family life.
- ✓ For many people, it means material possessions and financial security: a beautiful house, a car/jeep, money in the bank, a stable job, sufficient income and a secure future.
- ✓ Still others equate family well-being with having a healthy and happy family life.
- ✓ For those who are spiritually oriented, family well-being means actualizing the principles of one’s faith as the guidelines for family living.

- ✓ Family well-being is all these and more. Family well-being goes beyond mere economic security and financial stability.
- ✓ It involves the physical, psychological and emotional well-being of each member of the family, and the effective and harmonious functioning of the family.



POST meta cards or appropriate visuals corresponding to each of these indicators.

☑ There are seven key indicators of family well-being. These are:

- Livelihood and economic stability.
- Involvement in development activities of the community.
- **G**ender sensitivity.
- **H**ealthy lifestyle.
- **H**armonious and positive family relationships.
- **T**ogetherness. Time for family activities.
- **S**pirituality.

☑ **Livelihood and economic stability.** This enables the family to meet their present and future needs.

- ✓ This is attainable when the family has a stable or regular source of income or where at least one spouse/family member is gainfully employed.



EXPLAIN by providing examples, preferably local ones. **Deepen discussions.**

RELATE to local conditions and situations. **PROVIDE examples.**

- ✓ Family size is an important factor which affects the adequacy of family income and availability and quality of resources.
- ✓ Large family size leads to diminished income and increased pressure on resources. More resources are needed to meet the growing needs of the family.
- ✓ Large families are constantly saddled with financial difficulties and problems of balancing income and expenses.

- ✓ Large families tend to have poorer standards of living than small families.
- ✓ Large families often live in poor environments, overcrowded households and unsanitary living conditions which take a high toll on the family's quality of life and the health and survival of children.
- ✓ Most couples want many children because they see children as providing security for their old age.
- ✓ An increase in family size does not necessarily mean an outright increase in family productivity and income.
- ✓ A child is a major cost factor. Before children can begin to make a contribution to the household income, they will require numerous expenses.
- ✓ Desired family size must be planned while considering present and future income levels and expenditures.



If you are running this session on the same day as Session 1, REFER/RELATE to the discussion of “SEEDS”.

DRAW OUT from participants examples of *community activities that their families are now involved in or can be involved in.*

DEEPEN discussions. **CONCRETIZE** by giving local examples.

- ☑ ***Involvement in development activities of community.*** Your involvement in your community today is an investment in your own family's well-being.
 - ✓ You can create the community you want if you and your children actively participate in your community's activities.
 - ✓ You and your children can all play a role in nurturing and maintaining a harmonious and wholesome community life.
 - ✓ All family members should do their share by using their talents and being actively involved either as animators, advocates or facilitators in community development endeavors.
 - ✓ The contribution of the youth and women to the development process is crucial.

- ✓ The success of any development effort requires all members of the family to be actively involved and help each other break through social barriers and limitations.



ASK, “What are some of the tasks that are traditionally considered as “man’s work” or “woman’s work”? What tasks were usually assigned to sons, daughters?”



FOCUS on other areas of family life and personal choices that are shaped by gender stereotyping (e.g., behavior, qualities, characteristics, career choices).

CONCRETIZE through examples, illustrations and/or personal experiences/accounts.

REFER to advertisements or CITE popular personalities to illustrate these KLPs.

- ☑ **Gender Sensitivity** – Family roles and responsibilities should be shared and not divided between “man’s work” or “woman’s work”.
 - ✓ Most traditional roles that have been assigned to sons and daughters are gender stereotypes that are a carry-over from the past.
- ☑ Gender stereotypes are culturally defined appropriate behavior patterns for males and females.
 - ✓ Traditional gender-based roles are no longer relevant. They are male-biased and disadvantageous to both men and women. They should be re-examined and re-aligned with present realities.
 - ✓ Sons were traditionally assigned tasks that were perceived as “manly” tasks, such as:
 - H** – help in the farm/hard work
 - I** – income generating activities
 - S** – social involvement
 - ✓ Daughters, like their mothers, were assigned what were perceived to be feminine tasks, such as:
 - H** – household chores
 - E** – environment beautification
 - R** – run light errands
 - S** – stay home and care for younger siblings

- ✓ There is nothing wrong with men assuming home management tasks or household chores (e.g., cooking, dishwashing, cleaning the house and taking responsibility for child care, child rearing and education of children, tutoring.)



PROBE for reactions to this KLP. **DEEPEN** discussion. **LEAD** to identifying advantages/benefits of shared parenting and being gender sensitive.

PROVIDE local examples.

- ✓ Studies show that fathers who assume child care responsibilities experience greater fulfillment and develop closer relationships with their children.
- ✓ Moreover, children who are reared and cared for by both parents are more able to develop nurturing types of behavior, such as: being understanding, demonstrating caring behavior, conveying warmth and encouragement.
- ✓ Shared parenting and shared responsibilities lead to more satisfying and fulfilling relationships and stronger emotional bonds.
- ✓ Sons and daughters are equally useful members of the family and society. Providing them with equal treatment and equal opportunities will help improve the quality of life of the family, community and nation.



PROBE, “*What happens when family members are sickly? What are the stresses/strains of having sick family members?*”

REFER to materials which cite effects of malnutrition on the mental and physical development of children.

DEEPEN discussions. Cite examples and illustrations.

- ☑ **Healthy Lifestyle.** Health is wealth. Good health is the basic foundation of achieving quality of life and a secure and stable future for ourselves and our children.
- ✓ A healthy family will often have better quality of life, improved chances for better employment and higher income, and increased opportunity to develop and harness their potentials.

- ✓ Healthy children have increased ability to concentrate and higher capacity to learn, resulting in better quality of future human resources.
- ✓ A healthy child will have the opportunity to have a better future. He/She will be able to contribute more to the family and the community.
- ✓ The quality of health of our children will shape the quality of their future and ours.



³ **DRAW OUT** reactions to this KLP. **ASK**, “*Do you agree/disagree with this statement?*” **DEEPEN** discussions.

DEEPEN discussions.

Family size affects family health.

- ✓ Studies have shown that the health of children from larger families often suffer as a result of inadequate food or low quality of food, inadequate and unsafe water supply and unsanitary living conditions.



CITE local/regional data on infant mortality, malnutrition, incidence of preventable and infectious diseases.

DEEPEN discussions. **CONCRETIZE** a typical day in the life of a mother/father who has three children as compared to one who has 6 children. **CITE** personal experiences or share accounts of others to further illustrate this point.

- ✓ Large families have a higher incidence of infant mortality, and children suffer from various forms of malnutrition and are more at risk for preventable and infectious diseases.
- ✓ As the number of persons in the household increases, extra demands are placed on the time and energy of both parents.
- ✓ This could mean more time spent for household chores and more pressure to balance resources and needs.

- ✓ It could put a strain on the family and jeopardize the health of both parents. It can also create physical, mental and emotional stresses on both parents.
- ☑ Achieving a healthy lifestyle means to **BE FIT**.
 - ✓ **Be** moderate in everything.
 - ✓ **B**alance your time for your activities. Have enough time for sleep and rest.
 - ✓ **E**at smart. Maintain a well-balanced diet. Include a variety of vegetables and fruits in your diet.
 - ✓ **F**ree yourself from vices or from any addictions. Cigarettes kill not only yourself but your loved ones. Drinking alcoholic beverages damages your mind, your body and weakens your immune system.
 - ✓ **I**nvolve yourself in sports and other outdoor activities. Studies have shown that being active in sports and outdoor activities is an effective deterrent for substance abuse.
 - ✓ **T**ake time to exercise. Regular exercise is good for all members of the family. It strengthens the muscles, burns calories, conditions the heart and keeps the body healthy.
 - ✓ It also increases your energy level and your overall feeling of well-being.
 - ✓ **T**ake time to laugh. Keep a positive outlook towards life. Just as negative emotions such as tension, anger and stress can produce ulcers, headaches and high blood pressure, positive emotions and laughter can relax nerves, improve digestion and help blood circulation.
 - ✓ Your state of mind can make a lot of difference. It is your most priceless possession and a valuable legacy that you can pass on to your children.
 - ✓ A positive outlook can help transfer your focus from the problem to possible solutions.
 - ✓ Being positive helps your mind think freely. It enhances your creativity and broadens your perspective.
 - ✓ Humor also plays an important role in family bonding.

✓ Positive thinking creates a positive environment and generates positive energy.

☑ **Harmonious family relationships.** When the relationships among family members is positive and supportive, individual growth and development of family members, particularly of children is facilitated. Family bonds also grow stronger.

✓ We often judge a family's success by the amount of money they have saved, the size of their house and the properties they have acquired.

✓ However, the true measure a family's success and well-being is the quality of family relationships.

✓ A happy and fulfilling family life depends to a large extent on how well parents and children communicate, understand and support each other.

✓ Nothing makes a family work better than calmness. In an atmosphere of peace, children become more cooperative, loving and respectful.

✓ Mutual respect generates calmness and cooperation. Talk to your children with respect. They deserve as much respect from you as you do from them.



CITE personal experiences or share accounts of others to further illustrate how this can be actualized. LEAD discussions to identify affordable and meaningful family recreation activities.

☑ **Togetherness.** Time together as a family offers opportunities to create memories, share love and enrich family life.

✓ Doing things together builds strong bonds between family members.

✓ Everyday of their lives parents make deposits into the memory banks of their children.

✓ Memories of shared moments are priceless treasures which children value for life and remember forever.

✓ Recreation and leisure should not be viewed as a luxury that belongs only to those who are well-off or rich.

- ✓ Most families can find a backyard, a park or open fields where children can lie on the grass to enjoy the insects, birds, trees, wild flowers or skies that surround them.
- ✓ A walk in a nearby park, a day by the seaside, or a simple, shared activity between parents and children, can be even more meaningful than other more expensive options.
- ✓ Shared recreation and leisure activities enhance the physical and emotional well-being of the individual family members.
- ✓ These activities also play an important role in helping the adolescents develop a sense of identify, social competence and self-esteem.
- ✓ Recreation and leisure activities also contribute towards improving children’s social and interpersonal skills.
- ✓ They allow the adolescent to explore relationships and learn about the world.



PROVIDE examples of family traditions. **ENCOURAGE** participants to share their “most valued family tradition,” how it came to be and how it has affected them and their family.

ENCOURAGE participants to share family celebrations and gifts which cost little but mean a lot.

LEAD participants to recognize family traditions and celebrations that cost nothing but are highly meaningful (e.g., saying “I love you” to your children before they leave home; “pagmamano” during ANGELUS).

ENCOURAGE participants to share family traditions built around values and principles (e.g., readings, prayer before meals; helping others; declaring Sunday as family days; celebrating special holidays with the less fortunate, caroling not necessarily to earn money but to bring joy to others).

LEAD them to share feelings and unforgettable memories that they have about their family and traditions and celebrations.

- ☑ Another area for celebrating family togetherness is through tradition or rituals.
- ☑ Every family has some tradition or rituals, whether the family members are aware of them or not.
 - ✓ A family tradition is a positive habit or practice that unites family members and enhances the joy of family life.
 - ✓ These traditional practices make your home feel like home and different from all other homes.
 - ✓ These could be annual events which your parents celebrated and which you have carried on.
 - ✓ Or these could be special events and celebrations you found yourself doing and repeating every year.
 - ✓ Even families who are struggling financially can find ways to develop cherished memories.
 - ✓ Putting candles on a “*pandesal*”, a cupcake, or even a “*biko*”, can transform these into a “*birthday cake*”.
 - ✓ Significance and meaningfulness spring from creative simplicity rather than indulgent extravagance.
 - ✓ The family can hold a simple affair to focus on the special achievement of a child. One can make a homemade card recycled from old gift wrappers, magazines or comics.
 - ✓ The best traditions are built around shared values and teach and exemplify correct principles.
 - ✓ They enhance communication and hold families together.
 - ✓ Traditions help make our homes memorable, joyful and special places that our children can return to (*if only in their memories*). It makes them feel connected to our families, no matter where they may be and how old they get.



PROBE for reactions/feelings to these statements. **EMPHASIZE** that you are not referring to any particular religion or faith denomination; what is important is that they do believe in a higher Being, whatever they may call that Higher Being.

- ☑ **Spirituality.** The foundation of spirituality is anchored on strong faith in the Almighty or a Higher Being. Parents should realize that part of their role is helping build their child’s spiritual life.

- ✓ Family togetherness, camaraderie and bonding becomes even stronger when there's one unified purpose - - - to serve and glorify the Almighty or a Higher Being. This shared goal can be the glue which will keep a family together. As they say, *"the family that prays together stays together"*.



PROBE for reactions/feelings to these statements. ENCOURAGE personal sharing and testimonies.
SHARE a personal experience to illustrate this point or recall other accounts.
ENCOURAGE personal testimonies.

- ✓ The parents' faith and love for the Almighty must be felt and seen by their children and manifested in their everyday life. It is impossible for parents to develop in their children a principle they do not personally embrace or live.
- ✓ Spirituality must contain unmistakable elements of cheerfulness and joy.
- ✓ Family devotions and involvement in church or other spiritual activities result in forming deep personal convictions on faith and scriptures. Often, these are valuable tools which help guide family members through dark and trying times.
- ✓ Times of family prayer and devotion encourage individual family members to grow spiritually.
- ✓ Sharing the word with family members at home often provides a more relaxed setting than the church. There is often more freedom to ask questions and discuss. All family members can benefit from this interaction.
- ✓ In partnership with God/Allah/Creator, parents are able to empower their children to mature in faith.
- ✓ Building a spiritually healthy family requires both quantity and quality time. Quantity time without quality is empty. Well-planned times for worshiping, sharing, learning, playing, working and doing things together are vital.
- ✓ Families become spiritually strong, not because they have gone to school and learned the rules, but because parents make the effort to be different . . . because they develop and inculcate spiritual truths in everyday life, conducting their own life in accordance with the teachings and values of the Almighty/Higher Being/Allah.

- ✓ Family well-being is more than just financial security or being comfortably well-off.
- ✓ One can have a rich, full and rewarding family life without being rich.
- ✓ More important than the material possessions we give our children is the character we help them to develop and nurture. It is their greatest possession.
- ✓ Character is what prepares one's children to face the future with confidence.
- ✓ Money is just a means to attain family goals. It is not the ultimate goal.
- ✓ **Money can buy:**
 - A house, but not a home;
 - Medicine, but not health;
 - A bed, but not sleep;
 - Books, but not brains;
 - Food, but not appetite;
 - Luxury and comfort, but not happiness.



Closing Activity:

Option 1: “Family Pledge of Commitment”

1. Divide participants into groups of no more than 5 members each.
2. Introduce the activity by saying, *“Effective family life and family well-being does not just happen. It’s the result of deliberate intention, determination and consistent practice. Today, we will go through an activity where you will be asked to summarize your learnings*

and convert them into commitments and plans for your children and your family as a whole. Remember, well-planned families easily achieve family well-being more.

3. Give the following instructions:
 - Complete the following whip (open-ended) statements:
 - I realized/learned that*
 - I will help my family attain family well-being by*
 - Share your answers with your group mates.
 - Make a combined Family Pledge of Commitment from your answers.
 - Present your FAMILY PLEDGE of COMMITMENT.
4. After the sharing, and where it is appropriate, read either the prayer, **“Build Me A Family”** (Annex 3) or the poem **“Follow Your Dream”** (Annex 4).

Option 2: “Family Report Card”

1. Introduce the activity by saying, *“Effective family life and family well-being does not just happen. It’s the result of deliberate intention, determination and consistent practice. To prepare ourselves and our family for everything that lies ahead and to move forward to a better future, we need to pause, reflect and look back. In this activity, you will describe and assess your family in terms of the seven indicators and make a report-card for your family”.*
2. Distribute **LIGHTS** Worksheet (See Page 28).
3. Give the following instructions:
 - Assess your family in each of these areas of family life.
 - Put a star in whatever area/s you consider as a definite strength of your family.
 - Put a light bulb in whatever area/s you consider as something that your family needs to improve on. Write down 3 things you can/will do to improve this area of your family life.
4. Choose one other person with whom you want share your Family Report Card.
5. Close the session either with the prayer **“BUILD ME A FAMILY”** (Annex 3) or the poem, **“FOLLOW YOUR DREAM”** (Annex 4).

Option 3: “The Family Journey”

1. Open the activity by saying, *“They say family life is like a journey. It is always full of twists and turns, bends in the road, U-turns, even temporary roadblocks and seemingly dead ends. Along the way, there are bumps and humps as mostly it’s like driving a bumpy road in a car with no springs. Other times, it’s like riding on a four-lane highway, with everyone picking up speed, and you can’t be sure what lies ahead. It’s a journey on a road that varies from being straight and smooth to winding, steep, and rough, with a few unexpected detours thrown in for good measure. And even though you thought you had prepared for every possible situation, you soon discover that you left something out.”*
2. Distribute sheets of bond paper, colored pens or crayons to the participants.
3. Instruct the participants to:
 - Describe through their drawing what kind of road their journey has been.
 - Plot their family journey by marking the significant events that they experienced, along the way.
 - Put symbolic markers on the significant moments that their family has experienced (e.g., birth of a child, death, graduation, moving to a new home, school or job).

Session 4: Challenges and Threats to Filipino Families



Objectives

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

1. Discuss the challenges and threats facing the Filipino families of today;
2. Identify the factors that brought about these challenges/threats;
3. Reflect on their own family situation; and
4. Learn helpful hints and coping mechanisms to face these threats/challenges.



Time Allocation: 40 minutes to one (1) hour (suggested)



Material/s Needed:

Meta cards
Pentel Pens



Opening Activity

“Take a Look at the Problems of Filipino Families”

1. Divide the participants into 4 groups of at least 5 to 6 members each.
2. Distribute metacards to each group.
3. Ask each group: “What do you think are the current problems of Filipino families?”
4. Each group will discuss among themselves for 5-10 minutes. Their answers must be written in the metacards.
5. Metacards will be posted on the board so that everyone can read the groups’ answers.
6. Briefly summarize the responses. Then proceed to the discussion of the KLPs.

KEY LEARNING POINTS

READ Opening Statements



- ☑ Filipino families today are more exposed to a growing number of diverse and life threatening problems than any other generation has ever been. The beneficial process of caring for others and forgetting self is currently under attack as “unrealistic” and “out-moded
- ✓ In olden times, threats were tangible and easily identified: wild animals, lack of food and shelter, storms, wars and diseases. The danger confronting families today are more subtle and in many ways, more sinister. The forces that undermine family stability are likened to “**D SPEARS**” that may kill and wound the goals and dreams of every family
- ✓ As times have changed, the problems confronting families today have grown more complex, too.
- ✓ These threats and risks can undermine the safety, health, well-being and future of Filipino families.
- ✓ We need to know and understand these threats that are facing our families.
- ✓ The more we know, the more we will be able to help and guide our families and our children in coping with these challenges.



DISCUSS the threats to families using the mnemonic, **D S-P-E-A-R-S**.

DEEPEN discussion. **PROVIDE** illustrations when necessary.

ENCOURAGE participants to share their views.

- ☑ **D SPEARS** can threaten families. These threats are the following:
 - ✓ **D**isintegration of family
 - ✓ **D**omestic violence and **D**elinquency among adolescents
 - ✓ **S**ubstance abuse
 - ✓ **P**arental absenteeism

- ✓ Exposure to environmental hazard and degradation
- ✓ Economic difficulties
- ✓ Absence of family goals and deteriorating values
- ✓ Rising incidence of early sexual involvement and teenage pregnancies/marriages
- ✓ Strong negative influence of media on the family

Disintegration of the family

- ☑ The family is still the basic building block of Philippine society. It provides the average Filipino with a reservoir of emotional security and support.
- ☑ Taking place in the family today is the increasing fragility of marriage, particularly in urban areas. Based on a study conducted among 1096 students in four universities in Metro Manila (Medina 1990) about 15 percent of the parents do not live together in the same house either because one spouse is employed elsewhere or because the parents are permanently separated. Sixty percent of the husbands and 20 percent of the wives admit cohabiting with another partner.
 - ✓ Among the many factors which contribute to the fragility of urban Filipino families is the loosening of kin control on the young.
 - ✓ Today young people are more independent and are allowed greater freedom. The increased mobility of young people for recreation and leisure purposes has made it difficult for parents to monitor them.
- ☑ Family disintegration may result in
 - ✓ Psychological collapse and drug abuse - Suffering, loss, homelessness, psychological disease cause a person to take refuge in alcohol and drugs in a bid to escape one's painful existence. This leads to suicide, murder and total degradation of the human spirit which greatly affects the family.
 - ✓ Due to family disintegration the degree of man's suffering, the deep bitterness of his life, the worry, hunger, pain, losses increase his anxiety and diminish his stability.

Delinquency

- ☑ Juvenile delinquency - can be explained by the failure of social control which is one of the responsibilities of the family.
 - ✓ The family is the unit which exercises the most important control over adolescents.
 - ✓ Self-concept serves as insulation against juvenile delinquency. The faulty self-concept

can also be a significant factor in juvenile delinquency.

- ✓ Positive self-concept is achieved through effective family life but can be destroyed/marred by the absence of a parent and supporting structures in the neighborhood.

Tips in Building Children's Positive Behavior

- ✓ Children are wonderful creatures. As they grow up, they develop certain behaviors that help meet particular needs. As children become adolescents their behaviors change. You will witness them forming their own individual selves.
- ✓ As parents you should appreciate positive behaviors and find ways to place negative behaviors to better perspectives.
- ✓ Parents can prevent the misbehavior of their adolescents by building positive behavior through the following:
 - Allow increased autonomy. Parents should allow their children to have the ability to decide on their needs and concerns. Avoid criticism, sarcasm, and verbal confrontations when children misbehave. Instead, focus on how such behavior affects their relationships with other family members.
 - Establish discipline and limits. Parents should discuss and agree with their adolescents on guidelines for appropriate behavior. Adolescents need to know clearly what is expected, permissible and appropriate behavior for their age.
 - Improve communication and conflict resolution skills. Parents should talk to their adolescents with respect and treat them like young adults (i.e., don't interrupt your child when he/she is trying to tell you something; don't borrow their belongings without their permission; listen to their thoughts and feelings intently; never force your views on them; never belittle them especially in front of their peers).
 - Relate well with your adolescents through dialogue. Dialogue/negotiation can best be achieved by knowing each other's feelings and desires. As much as possible decide together how to meet each other's expectations
 - Affirmation and praise. Never deny affirming words and praise for any good behavior done. This helps build the adolescents' self-esteem and lets them know what they are doing correctly. It also helps them to learn what is expected of them.
 - Build up their self-esteem. For adolescents to grow into healthy successful adults, parents should build up their self-esteem starting from birth. The key is "unconditional love".

If a child feels secure of a parent's affection, confidence will develop naturally.

- Offer guidance. Parents should offer and provide guidance in making friends, dating, issues on sexuality, money, school, career and leisure activities to help children clarify and reflect on their choices, behavior and attitudes.

The parents' continued and calm guidance is needed to keep children from any harmful experimentation and behavior.

Domestic Violence

- ☑ Domestic violence takes place when the victim and the perpetrator are either related to each other by blood or affinity, or live in the same domicile or household.

The types of domestic violence are:

- Rape
- Incest
- Spouse battering
- Sexual harassment
- Physical, verbal, psychological and economic abuse

Substance Abuse/Addiction

- ☑ **Substance abuse** – refers to continued use of substances that affect the way a user functions physically and socially. It results in social or occupational impairment.

The following areas are where drug pushers usually transact their business:

1. shopping malls
2. markets
3. school premises
4. other crowded areas where they can go about their business unnoticed
5. internet cafes

- ☑ The dangers of drug abuse. Once a person starts using drugs and succumbs to repeated use, it becomes hard and even painful to quit on his/her own volition. The most frightening effect of drug use is dependence.
- ☑ Dependence is the feeling caused by drug taking wherein the user, believing that he would not be able to function without it, takes the drug again and again. Drug dependence may both be physical and psychological.
- ☑ Psychological drug dependence sets in when the user starts to have uncontrollable and even irrational craving for the momentary mental state of pleasure brought on by the drug. The user believes that he needs the drug to function well.
- ☑ Physical drug dependence becomes evident when the user experiences withdrawal symptoms once the effects of the drug wears off. This means that the body has already been

conditioned by the drug to become reliant on it.

The negative effects of drug use are:

1. damage to the central nervous system
2. organ or multiple organ failure
3. permanent brain damage
4. paralysis

Other negative effects include:

1. inclination to commit crime,
2. erosion of family ties due to mistrust, abuse, and even violence
3. being outcast by society
4. failing grades in school, even expulsion
5. slim chances for employment
6. increased isolation and the feeling of loneliness
7. depression

Addiction leaves many permanent scars such as:

1. disturbing, frightening, and recurring “flashbacks”
2. occasional delusions of victimization and other hallucinations (which are actually signs of brain damage)
3. recurring feelings of fatigue and stress
4. lack of sleep or insomnia

Why do children and young adults use drugs? The most common reason given by children and young adults is that these prohibited drugs are relatively easy to get. Pushers roam neighborhoods where children could be easily lured and victimized.

Other reasons which are more serious and should be given immediate attention are:

1. abusive parents or relatives
2. family problems
3. the feeling that the parents have given up on the child
4. peer pressure
5. insecurity
6. accessibility or visibility of some kind of inhalant in the home such as rubber cement or thinner

The role of the parents is critical to preventing drug use. A “peace at any price” approach at home can lead to irresponsibility. Parents should maintain a mix of firmness and kindness while paying attention to their children’s behavior as well as to their relationship with their peers. This is important, as parents would be able to detect the slightest changes in

their kids.

- Home medication such as those for cold or headache should also be kept away from children. The parents must closely supervise administration of the same.
- Ways to help children say “No” to drugs
 1. Educate them about drugs
 2. Listen intently to your children
 3. Make them feel good about themselves
 4. Never use put-down words
 5. Praise them for their efforts and accomplishments
 6. Do not dwell on failures
 7. Be a model for your kids by being vice-free and morally upright
 8. Support your kids especially when they are faced with peer pressure
- When your child is into drugs, the following are advisable:
 1. Calm down. Berating your child only makes the problem worse.
 2. Go beyond telling your child to stop drugs now.
 3. Think together with your child and ask why. Listen and try to understand your child’s reasons taking drugs.
 4. Make the issue a family matter.
 5. Encourage your child to get help.
 6. Go through family counseling
 7. Contact a medical specialist and your nearest rehabilitation center.

Parental Absenteeism

- The emerging trend of OFW parents (either father mother or both are working abroad) for the financial stability of their family has caused enormous problems in the family. For the OFW, working abroad is an opportunity to alleviate poverty and show their love for their children, but it keeps the family apart.



ASK participants, “How many parents in your community are working abroad? How many among them are planning to leave their families for greener pastures?” Allow time for sharing before proceeding to discuss the KLPs.

- ✓ Today, the family is broken because of the diminishing opportunities for them to be one.
- ✓ The real meaning of family has been distorted. Family is equated with material possessions. Many parents leave their very young children to seek better economic opportunities.

- ✓ Many parents replace their presence with the latest gadgets..
- ✓ Absence of parents destroys the solidarity in the family.

Exposure to Environmental Hazard and Degradation. This is commonly viewed as endangering the natural resource base. It also includes the destruction of the immediate surroundings of an individual.

- ✓ The environment is like a complex living machine.
- ✓ It consists of a network of life support systems or ecosystems, all of which are interrelated and interact with each other.
- ✓ If we damage one part of it, we put our survival at risk.



ASK participants how they view environmental degradation. PROCEED with your definition. USE local terms in explaining what the natural resource base is.

- ✓ By degrading our resource base and damaging our ecosystems we are in effect destroying our environment.
- ✓ Our ecosystem is like a net, the strands are intertwined and tied together by knots. Each knot is connected to others by several strands. When a knot is broken, the net weakens and eventually breaks. That single break will weaken and damage the whole.
- ✓ For example: indiscriminate logging is the start of a series of environmental degradation.
- ✓ Environmental degradation poses a real threat to present and future generations, in terms of food security, health and safety from natural calamities.
- ✓ Parents should help young people as well as adults in their community to realize that a healthy environment ensures a good life for this and future generations.
- ✓ Parents must encourage young people as well as the adults in their community to protect and preserve the environment. Working together, we can help in keeping our environment *CLEAN and GREEN*.
- ✓ Remember to live by the 5 R's: Reuse, Recycle, Reduce, Refuse, Replace,
- ✓ These 5 R's are part of being responsible environmental stewards.

- ✓ As stewards our duty is to serve as caretakers - ensuring that the environment is protected, preserved and its resources are not wasted.



DISCUSS the disadvantages of having a “throw-away” mentality.

- ✓ To do this, one of the things we need to do is reject the “**THROW AWAY or disposable mentality**” and replace it with these 5 R’s.
 - **Reuse** containers, plastics, bags, wrappers, etc.
 - **Recycle** paper, clothes and other recyclable materials.
 - **Reduce** the amount of garbage your households generates.
 - **Refuse** styrofoam packaging and plastic containers for food and other products, whenever possible,
 - **Replace** your detergents with those that are marked with high CFA (coconut fatty acids). The higher the CFA content, the more biodegradable it is.

In choosing batteries, use those that indicate: “no mercury added.”

Economic Difficulties

- ☑ Although it has been acknowledged that money is not the most important thing in the family, we have to admit that economic difficulties is one of the biggest challenges being faced by many families today. As a result of this, children are malnourished, cannot go to school and, instead work to augment family income at a very young age. Children and young people working in the streets are exposed to all kinds of hazards (addiction, exposure to toxic substances and pollution) with negative impact on their health and overall development. Too often, trying to find a solution to financial problems leads to bigger problems such as having to work abroad, committing crimes, resorting to drug or alcohol use and family disintegration.

Absence of family goals and deteriorating values

- ☑ Families who don’t have goals tend to live in a day-to-day existence. Even within tightly-knit families, the absence of values and goals to guide family decisions and activities can cause members to lose sight of what is truly worthwhile, such as acts of mercy and kindness toward the less fortunate.
- ✓ Values are strong feelings or beliefs about issues, ideas, or things that are considered important by the person.

- ✓ Individuals and families have different values. It influences a person's most important decisions about friends, sexual relationship, family, education, work and money.
- ✓ Most parents want their children to develop values similar to theirs. Sometimes the values one learned in society conflict with the values a person has learned from his/her family.
- ✓ Failure of parents to recognize a higher meaning and purpose of the family can lead to materialism, instant gratification and pleasure as life's chief goals.
- ✓ Material possession cannot satisfy our deeply-rooted desire for meaning and fulfillment.
- ✓ Sharing with others adds to the richness of life, produces emotional and spiritual growth, and becomes a family's greatest contribution to our future as well as to that of the community and nation.

Rising incidence of early sexual involvement and teenage pregnancies/marriages

- ☑ **Too Early Sexual Involvement.** This refers to engaging in some form of sexual encounter or sexual intercourse at an early age. Too early sexual involvement often leads to **WASTED** lives.



DRAW OUT from participants ideas on the results/effects of too early sexual involvement. After they have verbalized their opinions, **PROCESS** and **SYNTHESIZE** responses.

DISCUSS the consequences of too early sexual involvement by using the mnemonic, **W-A-S-T-E-D**. **POST** the meta cards or visuals corresponding to each consequence.

POINT OUT the results/effects which they have identified. **BUILD ON** their responses/explanations. **DISCUSS** the remaining results/effects which they have not identified.

W eak self-image and low self-esteem

A dolescent or teenage pregnancy

Sexually transmitted infections

Teen marriage

E motional wounds

D isrupted goals

D isappointed parents

D im future

- ☑ *Weak self-image and low self-esteem.* Too early sexual involvement may have damaging effects on the adolescents' self-image and self-esteem.



Before discussing the KLP, ASK participants what they know about self-image and self-esteem. ASSIST the group in coming up with a shared meaning for these terms.

FOLLOW-UP by asking how/why early sexual involvement can lead to weak self-image and low self-esteem.

RELATE stories or illustrate through examples.

ENCOURAGE participants to share examples or true-to-life accounts which they are familiar with. **TELL** them they need not reveal the identity of the parties concerned.

- ✓ Self-esteem is an attitude of self-respect, a sense of personal worth and a state of valuing one's self.
- ✓ Self-esteem is a sense of liking one's self and feeling personally secure.
- ☑ The guilt and anxiety that often accompanies too early sexual involvement can have a negative effect on how young people see and feel about themselves.
 - ✓ It can make them feel ashamed, disgusted and unworthy of being loved.
 - ✓ It can diminish their sense of self worth and self-confidence.
 - ✓ It sometimes creates a feeling of helplessness which can lead to depression.
 - ✓ It can also lead to promiscuity or a tendency to engage in casual sex because of low self-esteem and feeling of worthlessness.



Before discussing the next KLP, ASK participants what they know about the problems faced by adolescents who get pregnant.

ENCOURAGE sharing of actual true-to-life accounts without divulging the real identities of the characters.

- ☑ **Adolescent or Teenage Pregnancy.** Pregnancy for an adolescent, especially if unwed, is extremely stressful and emotionally devastating.
 - ✓ They may feel overwhelmed by reality and serious consequences of their situation (e.g., negative reaction of family and friends, unwillingness of the father to assume responsibility for the unborn child, fear of scandal and being ostracized, shame or guilt, and others).
 - ✓ Most often, the gravity of the situation they face may also make them feel alone, hopeless and helpless.

ENCOURAGE participants to elaborate on how teen pregnancy can limit the future options of young people. LEAD them to identify effects on both partners.

- ☑ Unplanned and/or unwanted pregnancies do not only cause emotional anguish, they can also limit the future options of both partners as well as endanger their health.
- ☑ Most often, a young girl who becomes pregnant faces these problems:
 - ✓ She may have to leave school. If that happens, her education is interrupted and she will have an increased likelihood of being unemployed or underemployed. This could limit her opportunities to provide a stable future for her child.
 - ✓ She may be rejected by her boyfriend and even her family.
 - ✓ She may be forced to get married to someone she does not really want as a lifetime partner.
 - ✓ She will find herself faced with numerous responsibilities for which she may be unprepared. At times, this may lead to other psychological and emotional problems such as anger and disillusionment.

- ☑ She will also face greater health risks and is likely to have more difficult and complicated time at childbirth.
 - ✓ A key factor to increased health risks for teenage mothers is their lack of pre-natal care, especially the critical first three months of pregnancy.
 - ✓ Often, this is related to their need to keep the pregnancy a secret.
- ☑ The health risks are also much greater for the child born to an adolescent mother.
 - ✓ Babies born to teenage mothers are more likely to die at birth or in the first year.
 - ✓ Those that live are more likely to be underweight, weak, sickly, or at high risk for cerebral palsy, epilepsy, and mental retardation.



EMPHASIZE that young boys and girls are burdened with the problems caused by pregnancy. **LEAD** participants to realize that boys also have “something to lose.”

ENCOURAGE participants to discuss why programs often fail to consider the role of the male and the problems they face caused by unwanted pregnancy. **ASK** them for suggestions on how to address this situation.

ENCOURAGE exchange of ideas, opinions and experiences.

- ☑ Boys who become fathers in their teens are also faced with numerous difficulties.
 - ✓ They may have to leave school so that they can support their child.
 - ✓ They may have to be prepared to assume adult responsibilities of being a father or a partner, if not a husband.
 - ✓ Their family may reject them and leave them on their own.
 - ✓ All these create stress and anxiety that can lead to health problems.
- ☑ Every case of adolescent or teenage pregnancy is of course different.
 - ✓ Some young men and women are able to successfully cope with the situation and face the challenge of parenthood.
 - ✓ Unfortunately, these cases are few.



Be aware that you may have some participants who have undergone abortion/or have unresolved issues relative to this matter. TREAD gently. SPEAK OUT against abortion but avoid being too judgmental of the guilty parties.

PROBE for reactions/feelings.

ENCOURAGE exchange of ideas and opinions.

ASK participants to share their experiences in helping adolescents cope with this situation. BUILD on their answers when discussing your KLP's.

- All too often, it is the unborn, innocent child that suffers the most, especially when abortion is resorted to.
- As parents, you must help your children to realize that.*
 - ✓ Abortion is legally and morally wrong.
 - ✓ It kills the unborn child and puts the mother's life at risk.
- Abortion is not a responsible choice. It will only create more problems and complications for the young couple.
 - ✓ The physical consequences of abortion can kill the mother or make her unable to bear any more children.
 - ✓ The psychological burden of abortion often lasts a lifetime. It leaves a sad, painful memory that cannot easily be erased.
- While helping a pregnant adolescent or a couple, to reflect on their situation, make sure you "**walk them**" through their options. Help them to realize that they have other options.
- A pregnant adolescent can consider these options:
 - ✓ Have the baby and raise it by herself or by immediate family members or relative/s.
 - ✓ Have the baby but give it up for adoption.
 - ✓ Have the baby and get married.
- None of these options is easy. Neither are they right or acceptable for everyone. *But there will always be one option, one choice that is best for the adolescent mother, her partner and the baby based on the unique circumstances and situation.*

- ☑ When faced with this situation, parents should listen to what their adolescent child is saying or not saying.
 - ✓ What is important is not what you, but what your child thinks/feels about the situation.
 - ✓ If children are unable to express their feelings, parents should reassure them that they are there to help them sort out and work through their conflicting emotions
 - ✓ Take time to understand why they are in the situation they are in.
 - ✓ Together with their parents, the adolescent/couple should be able to make a decision which they can accept and live with.
 - ✓ Parents have a critical role in ensuring that the adolescents' voice will be heard and given due consideration.
 - ✓ Parents must also ensure that their position/stance is guided with ample consideration for their adolescents' well-being and future.
 - ✓ Parents must help the adolescent realize that marriage is not the only option available in this situation.



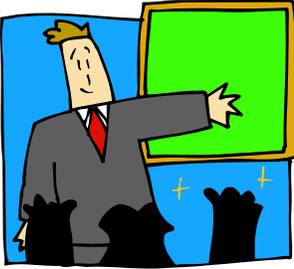
ASK the participants to share their views on the positive and negative influences of media on adolescents. PROCESS and SYNTHESIZE their responses and LINK with the KLPs.

ELABORATE and PROVIDE examples when necessary.

Strong Negative Influence of Media

- ☑ Media has a negative influence on the family, especially on the youth.
 - ✓ Too much exposure to violent crimes and sex in the media brings damage to the upbringing of children.
 - ✓ Media has become the babysitter, taking the place of busy parents.
 - ✓ Because of media, the interpersonal relationship in the family seems to have been neglected. Family ties that used to be very close are being threatened. The time spent with the family is lessened due to the time devoted to media.

- ✓ Media is better described as an informer rather than an educator because they're not structured to educate.



DISCUSS the ways in which a family can rise above such threats by using the mnemonic, **O-V-E-R-C-O-M-E-S**.

ENCOURAGE interaction.

ELABORATE and **PROVIDE** examples when necessary.

- ☑ The following **OVERCOMES** family threats and challenges no matter how enormous:
 - ✓ **O**pen and honest communication between spouses and children should always be encouraged
 - ✓ **V**iolence or any form of abuse should not be tolerated.
 - ✓ **E**mpowerment of family members
 - ✓ **R**elationship of family members must be strengthened
 - ✓ **C**ommunication, relationship, decision-making and problem-solving skills of family members should be developed and harnessed
 - ✓ **C**are for the Environment
 - ✓ **O**utings or get-togethers with the family should be done regularly
 - ✓ **M**edia exposures of the children should be closely monitored
 - ✓ **E**conomic activities that contribute to family welfare should be ensured
 - ✓ **S**pirituality of family members should be nurtured



Closing Activity:

1. Ask the participants to read and reflect on the following paragraph:

In creating a family mission-

We start at the crossroads, each minute, each hour, each day, making choices. We choose the thoughts we allow ourselves to think, the passions we allow ourselves to feel, and the actions we allow ourselves to perform. Each choice is made in the context of whatever value systems we've selected to govern our lives.

In selecting that value system, we are in a very real way, making the most important choice we will ever make.

- Benjamin Franklin

Source: *The 7 Habits of Highly Effective Families* by Stephen R. Covey

2. Ask for volunteers to share their reflections.
3. Process and synthesize their responses.

Annexes



Family Word Hunt

F	D	A	R	O	N	E	N	E	S	S
H	A	N	E	M	O	L	O	V	E	O
R	U	T	T	G	V	U	R	M	L	D
F	G	H	H	F	H	A	O	O	D	S
S	C	G	G	E	M	T	L	O	L	A
A	A	U	U	G	R	L	O	U	A	D
G	R	A	A	F	M	O	T	H	E	R
G	E	D	D	O	V	E	R	N	D	S
T	O	G	E	T	H	E	R	S	O	N

(Solution may be found on Page 63.)



Children Learn What They Live

If a child lives with criticisms,
He/She learns to condemn.
If a child lives with hostility,
He/She learns to fight.
If a child lives with fear,
He/She learns to be apprehensive.
If a child lives with pity,
He/She feels sorry himself.
If a child lives with ridicule,
He/She learns to be shy.
If a child lives with jealousy,
He/She learns what envy is.

If a child lives with shame,
He/She learns to feel guilty.
If a child lives with encouragement,
He/She learns to be confident.
If a child lives with tolerance,
He/She learns to be patient.
If a child lives with praise,

He/She learns to be appreciative.
If a child lives with acceptance,
He/She learns to love.
If a child lives with approval
He/She learns to like himself.
If a child lives with recognition,
He/She learns that it is good to have a goal.
If a child lives with sharing,
He/She learns about generosity.

If a child lives with honesty and fairness,
He/She learns what truth and justice are.
If a child lives with security,
H/She learns to have faith in himself and in
those about him.
If a child lives with friendliness,
He/She learns that the world is a nice place in
which to live.
If you live with serenity,
Your child will live with peace of mind.



Build Me A Family

Build me a family O Lord, who will be strong enough to know when one is weak and need support; whose members will be brave enough to face difficulties and threats; one who will be proud and caring of its members, unbending in honest defeat and humble and gentle in victory.

Build me a family whose members' wishbones will not be where their backbone should be. A family whose members will know THEE and love THEE and each one will realize that to serve you and love others is the real essence and purpose of life.

Lead the family I pray, not in the path of ease and personal comfort, but under spur of difficulties and challenges. Here, let each member learn to stand up in the storm; here, let each one learn compassion for those who have less in life and the courage to stand by those who need their strength.

Build me a family whose members' heart will be sincere and each one's goals will be noble; a family with members who shall master themselves before seeking to master other people; whose members will learn to laugh, yet never forget how to weep; whose members will reach into the future, yet never forget the past.

And after all these things are theirs, add I pray, enough of a sense of humor, so that each one may always be serious, yet never take oneself too seriously. Give the family members humility, so that each one may always remember the simplicity of true greatness, the open mind of true wisdom, the meekness of true strength. Then, we as parents will dare to whisper "We have not lived in vain"

Adapted from "Build Me A Child"



Follow Your Dream

*Follow your dream
Take one step at a time
And don't settle for less
just continue to climb*

*Follow your dream . . .
If you stumble, don't stop
and lose sight of your goal
Press on the top*

*For only at the top
Can we see the whole view
Can we see what we have
done and what we can do
Can we then have the vision
to seek something new*

*Press on and follow your dream
What could be more
important in life
Than to know in our hearts*

*that in everything we have tried to do
We have done our best*

*Don't take difficulties as problems
Take them as challenges
The fruit of success is
sweeter if you toil for it*

*To give service and you must
add something which
Cannot be bought and
measured with money and
that is sincerity and Integrity*

*Real success can be realized
through strong determination
and faith in God*

*Nothing is too hard if you
have the courage to try.*



POEM 1: **SEEDS**

A woman dreamt she walked into a brand new shop in the market place. To her surprise, she found GOD in the counter.

"What do you sell here?" she asked. "Everything your heart desires," said GOD.

Hardly daring to believe what she heard, the woman decided to ask for the best things a human could wish for.

"I want peace of mind, love and happiness, wisdom and freedom from fear," she said. Then as an afterthought, she added, "Not just for me, but for everyone an earth.

GOD smiled, "I THINK YOU'VE GOT ME WRONG, MY DEAR", he said. "WE DON'T SELL FRUITS HERE... ONLY SEEDS."

ANONYMOUS

POEM 2: **WHEN YOU THOUGHT I WASN'T LOOKING**

*When you thought I wasn't looking,
I saw you hang my first painting on the refrigerator, and I wanted to paint another one.*

*When you thought I wasn't looking,
I saw you feed a stray cat, and I thought it was good to be kind to animals.*

*When you thought I wasn't looking,
I saw you make my favorite cake for me, and I knew that little things are special things.*

*When you thought I wasn't looking,
I heard you say a prayer, and I believed there is a God I could always talk to.*

*When you thought I wasn't looking,
I felt you kiss me good night, and I felt loved.*

*When you thought I wasn't looking,
I saw tears come from your eyes, and I learned that sometimes things hurt, but it's all right to cry.*

When you thought I wasn't looking,
I saw that you cared and I wanted to be everything that I could be.

When you thought I wasn't looking,
I looked . . . And wanted to say thanks for all the things I saw when you thought I wasn't looking.

(Answer to Annex 1 - Family Word Hunt)

F	D	A	R	O	N	E	N	E	S	S
H	A	N	E	M	O	L	O	V	E	O
R	U	T	T	G	V	U	R	M	L	D
F	G	H	H	F	H	A	O	O	D	S
S	C	G	G	E	M	T	L	O	L	A
A	A	U	U	G	R	L	O	U	A	D
G	R	A	A	F	M	O	T	H	E	R
G	E	D	D	O	V	E	R	N	D	S
T	O	G	E	T	H	E	R	S	O	N

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