

YOUTH DEVELOPMENT SESSIONS



VOLUME 1



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SUMMARY OF MODULES



OVERVIEW OF THE SESSIONS FOR YOUTH DEVELOPMENT SESSIONS

Session	Working Title	Description	Learning Objectives
1	Orientation Session	This orientation session allows participants to get to know each other more and to set rules and roles for succeeding sessions.	<ol style="list-style-type: none"> 1. Build rapport with each other 2. Discuss house rules 3. Level off expectations 4. Assign groupings 5. Be familiar with the program 6. Realize the situation of the youth vis-à-vis the program expansion and poverty in general
2	Change: The metamorphosis of a person	What is change? Why must there be change? An opener for the year-long FDS for adolescents, this session allows participants to ponder about the changes happening in them and the principles around which these changes operate.	<ol style="list-style-type: none"> 1. Discuss briefly the general changes happening to an adolescent; 2. Explain the importance of the changes that an adolescent experiences; 3. Share the changes they are experiencing as adolescents; and 4. Create an output expressing their understanding about changes in the adolescent stage.
3	Your Changing Body		<ol style="list-style-type: none"> 1. Enumerate body changes that occur during the adolescent stage related to physical and sexual maturation; 2. Explain the value of the changes happening to their bodies; and 3. Describe the increasing importance of proper hygiene following puberty.

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4	The Changing Minds		<ol style="list-style-type: none"> 1. Describe the structure of the developing brain; 2. Recognize that changes in the thinking process are due to the development of the brain; and 3. Connect these changes in the brain with the changes in adolescent behavior.
5	Body Image and Healthy Lifestyle	This session on body image reconciles concerns between social expectations and self-perception. It highlights that, as persons, there are factors that adolescents cannot control about their changing appearance but there are also some things which they can (nurture vs. choice). The ultimate goal of the session is self-appreciation.	<ol style="list-style-type: none"> 1. Briefly discuss what body image is; 2. Differentiate positive body image from negative body image; 3. Identify factors that affect body image; 4. Discuss the importance of healthy lifestyle; and 5. Create campaign materials that will help promote "Positive Body Image and Healthy Lifestyle."
6	Your Changing Emotions	This session discusses basic emotions and provides input on how to manage emotions.	<ol style="list-style-type: none"> 1. Define emotion in their own words; 2. Recognize their emotions and their respective manifestations; 3. Identify the common emotional triggers in adolescents; and 4. Express emotions through creative works within the scope of their adolescent experiences.
7	Expressing Your Emotions	This session equips participants on how to effectively manage their emotions	<ol style="list-style-type: none"> 1. Describe in their own words how the brain processes emotional information in order for a person to arrive at a decision; 2. Be mindful of their actions; and 3. Practice the ZIPPER method in controlling emotions.
8	Changing Roles and	This session explores how the	<ol style="list-style-type: none"> 1. Explain the changing roles of and expectations from

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	Expectations	changing roles adolescents assume influence other people's expectations vice versa.	<p>adolescents within the contexts of the family, the school and the community;</p> <ol style="list-style-type: none"> 2. Distinguish which of their roles at present are easy or are challenging for them; and 3. Explore what to do to positively address their challenging roles.
9	Defining Your Identity	Who is the adolescent? This session emphasizes that knowledge about adolescence is necessary to have a clear perception of one's identity. It also tackles about the definition of identity, the four identity statuses (Marcia, 1969) and the psychosocial crisis of identity vs. role confusion. This is due to the conflicting expectations from oneself and from one's environment.	<ol style="list-style-type: none"> 1. Define identity, 2. Identify some essential aspects of identity such as strengths, fears and personal aspirations, 3. Explore different 'identities' that adolescents assume; and, 4. Explain how adolescents respond to identity crisis.
10	Appreciating Your Self-Worth	This self-awareness workshop encourages the participant to examine the self and figure out how one's interaction with the social world influences one's views about the self.	<ol style="list-style-type: none"> 1. Define self-concept and self-esteem, 2. Distinguish positive from negative self-concept, 3. Enhance personal skills to develop positive self-concept and higher self-esteem; and, 4. Demonstrate the value of deeper awareness and appreciation of self-worth.
11	Discovering your destiny		<ol style="list-style-type: none"> 1. Recall learning from all the sessions that are most applicable to their lives as adolescents; 2. Exhibit working in a team by planning and performing a

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			<p>creative presentation regarding the theories and learning they acquired from all the sessions.</p> <ol style="list-style-type: none">3. Distinguish their talents and field of interests;4. Prioritize activities that will help them reach their dreams/aspirations in life.
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SESSION 2

CHANGE: METAMORPHOSIS OF A PERSON



SESSION OBJECTIVES:

At the end of the session, participants should be able to:

1. Discuss briefly the general changes happening to an adolescent;
2. Explain the importance of the changes that an adolescent experiences;
3. Share the changes they are experiencing as adolescents; and
4. Create an output expressing their understanding about changes in the adolescent stage.

TIME REQUIREMENT: 2 hours

FACILITATOR'S NOTE:

- Prepare the venue ahead of the session schedule.
- Ensure the cleanliness of the venue before and after the activity. Apply the CLAYGO - Clean As You Go.
- Be conscious of the time.
- Facilitator can identify participants who can teach dance steps or exercise for the group's ice breaker.
- Ice breaker is optional (activities itself can serve as icebreaker).
- In the first activity, the first group with a correct answer wins and maybe awarded with a prize to add excitement.
- The facilitator could change the terminologies suited to the community.
- Prepare pictures/flip charts of:
 - Metamorphosis of a person: Infant, Child, Adolescent/Teen, Adult, Elderly
 - Metamorphosis of a tree
 - Metamorphosis of a butterfly

ICEBREAKER:

Dance exercise: zumba, aerobics, stretching, etc. just to prepare the participants mind and body for the session.

LEARNING EXPERIENCE:

1. Activity: OH MY! THIS IS ME.
 - a. Time Requirement: 30 minutes
 - b. Facilitator's Note: Write each of the following words on metacards: infancy, childhood, adolescence, adulthood and elderly and post it on the wall.
 - c. Materials Needed:
 - i. 4 sets of pictures (metamorphosis of a person)

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- ii. 4 sets of metacards with each of the following words: infancy, childhood, adolescence, adulthood and elderly
 - iii. Masking tape
 - iv. 4 blindfolds
- d. Procedure:
- i. Divide the participants into four (4) groups.
 - ii. Ask the group to choose a representative who will be blindfolded.
 - iii. Scatter 4 sets of pictures of the different stages in human development (infancy, childhood, adolescent, adulthood, elderly) on the floor.
 - iv. Ask the group members to lead their blindfolded member by shouting directions.
 - v. Once, the group member gets the picture, s/he will be directed to post the picture on the wall near its corresponding label.
 - vi. The aim is to get the pictures on the floor and post it on the corresponding label.
 - vii. The group to complete the life stages in the least amount of time wins.
- e. Process Questions:
- i. How's your experience doing the activity? (Fun, Challenging)
 - ii. What pictures do you see on the wall?
 - iii. What are these pictures all about?
 - iv. To which stage do you belong?
 - v. What particular word can best describe the pictures on the wall? (Possible Answers: CHANGE, DEVELOPMENT OR METAMORPHOSIS)

LECTURETTE:

A Person's Metamorphosis

Just like butterflies, humans also undergo metamorphosis. The caterpillar stage is like the childhood stage wherein our physical bodies are nurtured, and our mental and moral foundations are conditioned. This prepares the child for later years.

Adolescence, on the other hand, can be compared to the cocoon stage of the butterfly or from a seed to a tree. It is the transitional stage from childhood to adulthood. It is a stage in human development where there are significant physical, behavioral and emotional changes in an individual. It is a period where a person is still searching for his/her identity, a period where one undergoes self-discovery. It is also a period, according to Rudolf Steiner, where the child begins to search for truths about the world and he/she begins to experience the power of his/her own thinking (Mitchell, 2006).

Unlike children who imitate adult, adolescents tend to have unrealistic expectations. Gone is the imitation stage and an age of idealism comes in. Adolescents seek a role model that will fit their description of their ideals; children simply conform with standards set by adults.

A positive and compassionate adult should be present to "guide" the adolescent and not dictate what should be done. The adolescent is now preparing himself/herself for his/her role and functions as a productive adult in his/her community. At the end of this period, he/she is expected to have knowledge, skills and attitudes to fulfill his life purpose as an adult.

In the adolescent stage, a lot of conflicts may arise due to the following reasons:

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- The adolescent's bodies may have greatly matured but their mental and social skills are still developing.
- Adults in the community have lots of demands and high expectations from adolescents but they do not provide the adolescent with proper guidance. Parents would often scold and criticize the adolescent instead of helping him/her gain self-realization.
- Adolescents are often confused by the expectations of the parents. They are expected to assume responsibility, but still he must be obedient or submissive to his parents' demands.

KEY LEARNING POINTS:

- Adolescents are the stage in human development where there are significant changes.
- These significant changes prepare him/her in fulfilling his life purposes as an adult.

DEEPENING:

1. Activity: Word Formulation (CHANGE)
2. Procedure:
 - a. Before the session, draw a table on a Manila paper (please see table below). Post it in the wall/black board.

Category of Change			
Physical	Mental	Emotional	Social

- b. Prepare metacards with the suggested words written on it (you may replace some words, if you feel that some words are not appropriate):

Physical	Emotional
Body proportion Body odor Body hairs Pimples Cracking voice (piyok)	Impulsiveness Feeling in love Moodiness Indifference (deadma) Overreacting
Mental	Social
Daydreaming Risk-taking Fantasizing Confusion Questioning a lot of things	Peer pressure Forming "barkada" or "tropa" Conflict with parents People pleaser Having intimate relationships

- c. Show each metacard to the participants.
- d. Ask them whether they are experiencing such change.

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- e. Call a participant. Ask him/her to post the metacard under its corresponding category.
- f. Continue with the process until all metacards are posted.
- g. Emphasize that **these changes are normal and may be experienced by adolescents**

SYNTHESIS:

1. Ask participants to go to their respective groups and create a poem, rap or song that will express their thoughts about the changes in the adolescent stage. They can do this in 20 minutes.
2. Give each group 2 minutes to present their output.
 - a. There are physical, mental, emotional and social changes experienced by adolescents.
 - b. These changes are important because they prepare the adolescents for adult life.
3. If time permits, ask the participants to explain their outputs.

ASSIGNMENT:

Let the participants choose an object that they feel best represents them and then, transform it to something useful.

SUGGESTED VISUAL AIDS

1. Pictures/flip chart of metamorphosis of a: person, butterfly, tree
2. Cut-out letters

READING ASSIGNMENT FOR THE FACILITATOR / REFERENCE:

Kapunan, R.R. (1971). The Psychology of Adolescent. Rex Bookstore: Manila, Philippines

SESSION 3 YOUR CHANGING BODY



SESSION OBJECTIVES:

At the end of the session, the participants should be able to:

1. Enumerate body changes that occur during the adolescent stage related to physical and sexual maturation;
2. Explain the value of the changes happening to their bodies; and
3. Describe the increasing importance of proper hygiene following puberty.

TIME REQUIREMENT: 2 hours

FACILITATORS' NOTES:

- Separate sessions for male and female participants may be necessary.
- Prepare yourself by reviewing the lecturette.
- Read the reading assignment to gain more confidence.
- Prepare the necessary materials.
- Modify activities if necessary.

ICEBREAKER: 'Buko Game'

1. Facilitator's Note: The facilitator should assess if this icebreaker is appropriate to the crowd. If not, the facilitator may use another one more suitable to the audience.
2. Procedure:
 - a. Tell participants to choose a partner (preferably, of the same sex) for the activity.
 - b. Ask participants to perform the actions based on the following:
 - If I say BUKO, touch your head.
 - If I say BUKO-BUKO, touch your shoulders.
 - If I say BUKO KO, do "high five" with partner.
 - If I say BUKO MO, do "ankle-to-ankle" with partner.
 - c. Start the game by saying Buko, Buko-buko, Buko mo. After that, try to confuse the participants by mixing up or mismatching the actions and words.

LEARNING EXPERIENCE:

1. Activity: Katawan Ko, May Pagbabago (a relay game)
2. Time Requirement: 15 minutes
3. Facilitator's Note:
 - The participants should have enough space to conduct the activity. They can go outside to freely work on the activity since they may become noisy while doing it.
 - *Alternative:* There might be groups that are may be sensitive in drawing a human body. The facilitator may opt to conduct group sharing rather than drawing a human body. Use the activity to discuss the changes and the practice of proper hygiene.



4. Materials needed: 2 sets of pictures of the following items pasted on individual paper plates:
 - a. Soap
 - b. Deodorant
 - c. Toothbrush
 - d. Shampoo
 - e. Nail cutter
 - f. Razor
 - g. Outline of a female and a male body (see Appendix)
 - h. Masking Tape
5. Procedure:
 - a. Ask 6 male and 6 female volunteer participants to form a line.
 - b. Post the drawing of the female and male figures on the wall.
 - c. Provide each group with six paper plates with the pictures pasted on them (see materials needed).
 - d. Ask the first participant of each group to hold the paper plates as follows:
 - soap (in between knees)
 - deodorant (right armpit)
 - razor (left armpit)
 - toothbrush (mouth/lips)
 - shampoo (in between head and left shoulder)
 - nailcutter (in between fingers)
 - e. They will race towards the drawing of the human figure and put an X on a body part where the specific hygienic item is used (e.g., armpit for deodorant). Note: Each participant will put an X on one body part only.
 - f. Once the participant is done, he goes back to the line and passes the paper plates to the participant next to him who will do steps 4 to 6.
 - g. The last participant will have to post all the paper plates on the board and return to his or her line.
 - h. The first group to finish wins the race.
 - i. Ask the participants to return to their sits to proceed with the discussion.
6. Process Questions:
 - a. How did you feel while doing the activity? (Possible answers: hesitant, shy, excited)
 - b. Have you noticed any change happening on parts that you have marked? (if no answer point it out in the lecturette)
 - c. What are these changes? (e.g. body hair)
 - d. How do these changes affect you? How do you feel about them? (Possible Answers: embarrassed, feel more mature, scared, or none response which is an implication of certain feeling like embarrassment)
 - e. Reminder: The facilitator should also be sensitive in asking questions because the participants may not be able to answer or respond. In this case, the facilitator may rephrase or follow up questions to solicit more ideas and participation. Be cautious in using words and



responding to the answers of the children. In the event that participants will disclose, the facilitator may inform them that they can have a separate session for confidentiality.

- f. During this time, the facilitators may take note of the myths/ misconceptions that might be presented during the discussion.

LECTURETTE:

You are now in your adolescence period. It is a very significant period in your lifetime. It is known as the period of sexual maturation and growth spurt. The changes that you observed in your body are a manifestation that you are an adolescent. The sequence of physical changes that you will experience is predictable. It will happen gradually. Though it happens to everyone, there are individual differences in the age of onset and pace (speed) at which change occur.

But do you know that the most important and significant event in adolescence is your sexual maturation? This means that your capacity for reproduction is still in the process of developing. You should remember however that reaching sexual maturity doesn't mean readiness to start a family. You should also be ready emotionally, psychologically and economically.

Body change is not something to be afraid of. As your body changes, you have to deal with it positively and prepare yourself to other changes that are yet to happen and the responsibilities that come with them. So, do not be surprised if you observe the following changes happening to you because it will happen to all:

For girls:

- Breast buds
- Hair changes
- Change in body weight
- Body shape
- Body height
- Body length
- Skin changes (pimples)
- Menstruation
- Change of emotional disposition

For boys:

- Change in body weight
- Body shape
- Body height
- Body length
- Skin changes (pimples)
- Penis enlargement
- Ball drop (descending testicles)
- Spontaneous erection during sleep and morning erection
- Ejaculation during sleep (wet dreams)
- Change of emotional disposition

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There are many factors that affect the onset and progression of puberty including genetic and biological influences, stressful life events, nutrition and diet, lifestyle, amount of body fat and there are even environmental factors like altitude.

The changes are manifestation that you are entering a stage of preparation to your adulthood. Accompanying these changes are behavioral adjustment on your part, which you may not be noticing but may result in the development of your personality. You may experience feelings of doubt about yourself and your actions. These are natural reactions to the changes happening to you so do not be frustrated. Have patience. You will overcome the emotional burden of all these changes. Just follow what is right and avoid going against the rules, especially the rules at home and at school. They are useful guidelines for you.

What you need to be more conscious of is how to take good care of yourselves. Practice good hygiene. Keep yourself clean, especially your face and your private body parts to prevent infections and bad odor. Here are some simple tips to follow:

Good Teen Hygiene

When it comes to teen hygiene, the following need to be discussed with teens:

Showering. Once puberty hits, daily showering becomes more essential. It is recommended that you use a mild soap and concentrate on the face, hands, feet, underarms, groin and bottom. Washing under the fingernails is key, too.

Washing hair. On the one hand, some teens may prefer to skip days to prevent their hair from drying out. On the other hand, some may want to wash their hair daily — especially if they have oily hair, which can both look greasy and worsen acne.

Using deodorant or antiperspirant. You have always had plenty of working sweat glands. But when puberty hits, the glands become more active and the chemical composition of the sweat changes, causing it to smell stronger. When you begin to notice it, using deodorant or an antiperspirant should become part of your daily hygiene.

Changing clothes. Before puberty, you might have gotten away with wearing the same shirt — or even the same underwear and same socks — day after day without anyone noticing. After puberty, that won't fly. You have to understand that along with showering, wearing clean clothes each day is an important part of teen hygiene. It is important to use cotton clothes as they absorb sweat better than other materials.

Preventing acne. Now, it will make sense for you to start washing your face twice a day. Make sure you understand not to wash too vigorously, even if your skin is oily. Trying to scrub off the oil will just leave the skin cracked and irritated.

Maintaining good oral health. You can get pretty lax about your oral hygiene. But brushing and flossing are crucial, especially if you're drinking coffee and sugary, acidic sodas and sports drinks. It's not only about tooth decay. Bad oral hygiene leads to bad breath — and that's something that no teen wants.

Understanding the body. The need for parents to talk about good teen hygiene also means the need to talk about puberty. Girls need to know about breast development and menstruation. Boys need to know about erections and wet dreams. Parents should not tiptoe around these subjects. If teens don't get the info from

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parents or any credible authority, they'll get some distorted version of it from their peers or even from mass media.

REMEMBER: The facilitator may emphasize that the participants should not be ashamed of talking about their bodies with their parents because it is normal to discuss it.

KEY LEARNING POINTS:

- The changes you are experiencing are normal. Therefore, you should not feel embarrassed about them.
- You should practice good hygiene to keep yourself away from infections.
- If you are shy to ask your parents or other adults, ask your teachers or guidance counselor. Do not rely on your peers for information.

DEEPENING:

The facilitator will now go back to the output of the participants during the activity and clarify misconceptions and myths in this part of the session.

The facilitator may ask if the participants have clarifications about the topic.

SYNTHESIS:

1. Ask students to enumerate the body changes that an adolescent experience
2. Ask participants to share their insight on the importance of body changes happening to them.

ASSIGNMENT:

The participants will be asked to write their reflection in a journal. This will be checked during the next meeting. The following shall be the guide questions for the journal entry:

1. What are your realizations today?
2. How will you apply what you have learned today?

READING ASSIGNMENT OF FACILITATOR:

How to Talk to Your Adolescent Girl About her Body

Puberty often begins earlier than parents think. Breast budding in girls—their first sign of puberty—starts at age 10 on average, with some girls starting as early as 8 and others not starting until 13. The peak growth period (in height, weight, muscle mass, etc.) in girls occurs about one year after puberty has begun.

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Menstruation usually starts about two years after the onset of puberty; on average, the first menses occurs just before girls turn 13.

There are many opportunities during this time of life for you to talk to your daughter about the changes she's experiencing. Your daughter needs to understand the physical changes that will occur in her body during puberty. You should emphasize that these changes are part of the natural process of growing into adulthood, stimulated by hormones (chemicals that are produced by the body.)

Also, while fully respecting her desire for privacy, keep track of your daughter's bodily changes. As the age ranges above indicate, there are wide variations of the "normal" onset of puberty. Remind your daughter that while she and her friends will grow at different rates, they will eventually catch up with one another. Avoid good-natured teasing of your daughter about her pubertal development. Because most girls feel self-conscious during this time, they will become embarrassed if they are kidded about the changing shape of their bodies and general appearance.

On occasion, girls start puberty either very early or very late. There is no need to over-react to this phenomenon. Even so, girls should be checked by a physician if they begin pubertal changes before age 8. Likewise, see a doctor if there are no pubertal changes in a girl by age 13.

Talk to your daughter about the following physical changes that will happen during puberty. The changes are listed in the order in which they generally occur.

- Body fat increases
- Breasts begin to enlarge
- Pubic hair grows
- Height and weight increase
- First menstrual period occurs
- Hips widen
- Underarm hair grows
- Skin and hair become more oily
- Pimples may appear

Body Fat. Her body will begin to build up fat in the stomach, buttocks and legs. This is normal and gives her body the curvier shape of a woman.

Breasts. In most girls, puberty is more commonly recognized by breast growth. When her breasts start to develop, she may notice small, tender lumps under one or both nipples that will get bigger over the next few years. When the breasts first begin to develop, it is not unusual for one breast to be larger than the other. However, as they develop, they will most likely even out before they reach their final shape and size. As her breasts develop, she may need a bra. Some girls feel that wearing a bra for the first time is exciting—it is the first step toward becoming a woman! However, some girls feel embarrassed, especially if they are among the first of their friends to need a bra. Be supportive and sensitive to her needs and reactions.

Body Hair. Soft hair will start to grow in the pubic area. This hair will eventually become thick and very curly. She may notice hair under her arms and on her legs. Many girls will question whether or not they should shave this hair. There is no medical reason to shave; it is simply a personal choice. If she decides to shave, be

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sure to teach her to use warm water and soap, and a clean razor made for women. It is a good idea for her to use her own personal razor or electric shaver and not share one with family members or friends.

Height and Weight. Arms, legs, hands, and feet may grow faster than the rest of her body. Until the rest of her body catches up, she may feel more clumsy than usual. Typically, a growth spurt precedes the onset of menstruation (her "period").

Menstruation. Many concerns about puberty center on menstruation. Spend time helping your daughter prepare for her first period. There is no reason for a girl to be surprised by her menarche (first onset of her period), not knowing what is happening or why. Remember, menstruation may begin sooner than you expect. Certainly, once your daughter's breast development has started, the two of you should fully discuss the topic of menstruation. If you do not have adequate knowledge, ask your family physician to refer you to some informational sources. (See "Resources" at the end of this page.) Some doctors schedule special educational visits at the time of puberty.

Discuss the biology of menstruation, describing it as a normal bodily process. Mention that her periods may be irregular, particularly in the beginning, as her body adapts to rapid physiological changes. Also, let her know that several months before her first period, fluid may be secreted by glands within her vagina. This substance may be clear or white in color and watery to thick in consistency. Tell her not to worry and that this occurrence—called physiologic leukorrhea—is normal.

Explain that she may experience some cramping before or during her periods. If cramps become severe, her doctor may have some suggestions for alleviating them, such as physical exercise or medication such as ibuprofen or naproxen sodium.

Of course, discuss hygiene related to menstrual cycles. Be sure your daughter has the supplies she will need for her first period. Since she may be away from home when that first period begins, discuss how to use tampons or pads. She should understand the need to change her pads or tampons several times a day and that tampons should not be worn overnight. Of course, girls can shower or bathe while menstruating.

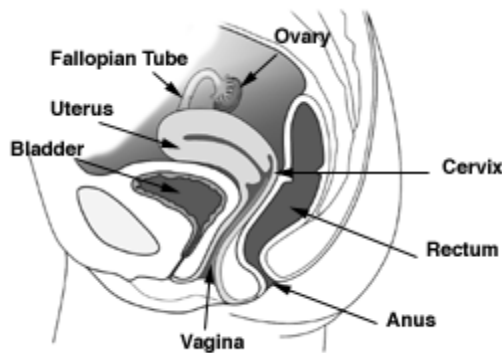
Many girls will ask if they can participate in activities such as swimming, horseback riding, or physical education classes during their periods. Reassure your daughter that she can take part in normal activities while menstruating. Exercise can sometimes even ease the cramps associated with periods.

Hips. Her hips will get wider and her waist will get smaller. This physical change also contributes to the curvier shape of a woman.

Skin and hair. Her skin may become more oily, and she will notice that she sweats more. This is because her glands are growing, too. It is important to teach her to shower or bathe every day to keep her skin clean, and to use a deodorant or antiperspirant to keep odor and wetness under control. Despite her best efforts to keep her face clean, she still may develop pimples or acne. This is normal because her hormone levels are high. Almost all teenagers develop acne at one time or another. Whether her case is mild or severe, there are ways to keep acne under control. Talk to her doctor about treatment options for acne.



The Pelvic Exam



Most young women should have a pelvic exam by the end of high school. It should be done earlier than this if she is sexually active or has any of the following signs or symptoms:

- Heavy vaginal discharge that itches, burns, or smells
- No signs of puberty (breast growth, underarm hair, or pubic hair) by age 14
- No periods by age 16
- Regular periods for four to six months and then no periods for more than four months
- Menstrual cramps that cause her to miss school or significantly disrupt her normal activities
- Heavy bleeding
- Bleeding lasting longer than 10 days
- Any signs of pregnancy (a missed period, tender breasts, upset stomach)
- The pelvic exam is the best way for your daughter's family physician to examine her reproductive system, which includes the vagina, cervix, ovaries, fallopian tubes, and uterus. This visit also is a great time for your daughter to talk to her doctor about important health issues, such as:
 - Her growth and development
 - Breast health
 - Menstruation ("periods")
 - Sexuality
 - Pregnancy and birth control
 - Infection risk and prevention
 - Advice about her health

The Breast Exam

Once the adolescent begins to have periods, good breast care should be emphasized. The adolescent should consult the doctor and have her breasts examined for lumps, staging maturity of the breasts, skin discoloration, or dimpling. She will look for any discharge from the nipple or swollen glands under the arms. She should also be taught by the doctor on how to do a "breast self-exam," which is an important part of keeping herself healthy.

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Encourage the female adolescents to do a breast self-exam each month. This will alert her to any changes or problems with her breasts and help her to become more familiar with her body. Practicing breast self-exam as a young woman prepares her for later on, when breast cancer is more common and regular breast self-exams are so important.

Period calendar

Many women get their periods every 28 days and can set their watches by its arrival. However, there also are many women whose periods do not fit into such a regular schedule. Consider this: You are sitting in the movie theater munching a box of popcorn and expecting your period next week, when all of a sudden it shows up in the middle of the coming attractions. Surprise!

Every woman's menstrual cycle is different. It may take a while for your cycle to become regular, but keeping track of your periods is a great way to become familiar with your cycle. By tracking, you might notice a pattern every month. You can then outsmart those unwelcome, unplanned visits. You'll be ready. Here's a chart to help you get started tracking your periods.

Here's an example of how to fill in your chart:

SUN	MON	TUE	WED	THUR	FRI	SAT
		1	2	3	4	5

L - Light, M - Medium, H - Heavy, C - Cramps, B - Breast exam

Make a few copies and stick them in your sock drawer or backpack or some other handy place. Every month, fill one in. Mark the days you are bleeding. (You can also note which day has the heaviest flow, which days you feel cramps, etc.)

After you complete the charts a few times, you may start to recognize when to expect your period and how long it will last. This helps you know when to put tampons, pads or panty liners into your backpack or purse so you won't be caught unprepared.

Dealing With Embarrassing Body Changes

What teen guys should know about body odor, sweat, acne, and other body changes.

On the way to manhood, your body is going to do a lot of things that you really, really wish it wouldn't. Pimples will pop up everywhere, and so will hair. You'll drip sweat and you will stink. You'll get erections when you least expect—or want—them.

Sound bad? Sure. But remember these four things:

1. Every boy goes through this (though not in exactly the same way or on the same schedule).
2. It is normal (no matter how hard that is to believe).
3. None of it will go on forever (even though it might seem to).
4. There are plenty of things you can do to make the experience a bit easier.



Body Odor and Sweat

Believe it or not, some boys just starting puberty actually want to smell bad.

“They are upset that they don’t have secretions that stink. It’s a sign of manhood,” says pediatrician Lawrence D’Angelo, MD, MPH, chief of adolescent and young adult medicine at Children’s National Medical Center in Washington, D.C.

They won’t have to wait long. Those secretions – from glands in your armpits – start early on in puberty.

Once they do, even those once eager for B.O. will likely want to grab an antiperspirant and/or deodorant. (The first stops sweat, the second blocks the smell – they are often combined).

Just don’t overdo it, says Cleveland Clinic dermatologist Jennifer Lucas. Using an antiperspirant too often can cause a rash. If it does, switch to a deodorant for a few days.

For the unfortunate few, no over-the-counter antiperspirant will stop the flow of sweat. If that describes you, don’t worry. There are stronger antiperspirants that only your doctor can prescribe. And, there is Botox. Usually used for a condition called hyperhidrosis (in which a person sweats a lot more than normal), injections of Botox by a doctor can stop sweating for up to six months at a time.

Acne

The only way to avoid acne, Lucas says, is to fast forward past the teenage years. Since that is not going to happen, it’s best to learn how to deal with it before it becomes a real problem.

Not all boys get that message. “When it’s mild, they tend to ignore it,” Lucas says. “But if it gets severe, it can cause scarring. And scars will be permanent.”

Lucas recommends getting an over-the-counter benzoyl peroxide-based wash and using it once or twice a day. That will help keep your pores from getting clogged, which causes acne. Cleaning up after sweating is especially important, so wash yourself and any equipment you wear after game time.

Even if you are really careful, your acne might still go beyond mild and into severe territory. “It’s not because they are not taking care of it,” Lucas says. “It’s just bad luck.”

If that happens to you, don’t panic. Make an appointment with a dermatologist. They have lots of options to help keep your pimples under control.

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SESSION 3 YOUR CHANGING BODY



How to talk to your adolescent girl about her body. (n.d.) Retrieved from <http://my.clevelandclinic.org/childrens-hospital/health-info/ages-stages/adolescence/hic-how-to-talk-to-your-adolescent-girl-about-her-body.aspx>

Mc.Millen, Matt. (n.d.) Dealing with embarrassing body changes. Retrieved from <http://teens.webmd.com/boys/features/teen-boys-changing-body>

SUGGESTED VISUAL AIDS:

1. The Smoker's Body/ Non-smokers Body (Anatomy)
2. Flipchart for SADSEGGs with pictures

SESSION 4 THE CHANGING MINDS



SESSION OBJECTIVES:

At the end of the session, the participants should be able to:

1. Describe the structure of the developing brain;
2. Recognize that changes in the thinking process are due to the development of the brain; and
3. Connect these changes in the brain with the changes in adolescent behavior.

TIME REQUIREMENT: 2 hours

FACILITATOR'S NOTES:

- The lecture part of this session has terminologies that are new to the students. Visual aids, like meta cards, Manila paper and illustrations are a must.
- It is also important to write down definition of these “new” terms in the meta-cards in the simplest possible way.
- The use of indigenous materials for the visual aid is highly recommended.
- Always encourage the participants to share their views.
- Relate the topic with their personal experiences.
- Encourage the students to share their icebreakers and energizers to animate the session.
- Make a recap of the previous lesson by asking three learners to share their views on the assignment given to them.
- The facilitator should be culture and gender sensitive.
- Since this session is highly technical, it is very important that the facilitator masters the content of the lecture.

LEARNING EXPERIENCE:

1. Activity: Pass the Message
2. Time Requirement: 20 minutes
3. Materials needed:
 - a. Notebook
 - b. Ballpen
 - c. 4 to 5 sets of 7 meta cards with the following words on it
 - eyes
 - eyes, ears
 - eyes, ears, mouth
 - eyes, ears, mouth, sensory
 - eyes, ears, mouth, sensory, temporal
 - eyes, ears, mouth, sensory, temporal, amygdala
 - eyes, ears, mouth, sensory, temporal, amygdala, cerebellum
4. Facilitator's Note: This game is a contest whose objective is for the learners to become familiar with words that are associated with the brain.



5. Procedure:

- a. Prepare the metacards.
- b. Divide the class into four (4) groups with at least five (5) members each. Each group should have equal number of members. In case of excess participants they may serve as observers.
- c. Ask the learners to fall in line along with their group. It would be best that boys and girls are fairly distributed.
- d. Each group will appoint a leader who will stay at the front.
- e. Prepare seven (7) words and write them down on your notebook for reference.
- f. Ask the leaders to approach you for the instructions.
- g. Instruct the leaders to listen carefully to your message. Ask them to keep it to themselves and wait for your go signal.
- h. Now, tell them to whisper the message to the person right behind them. Instruct him/her to do the same to the next person behind him/her and so on.
- i. Reminder: They can only repeat the message twice to the person behind them.
- j. When the message reaches the last person in line, he/she will approach the facilitator and whisper the word that has been passed on to her/him.
- k. The game goes on until the content of the last card has been whispered to the last person in the line. The last person will run to the front and shout all the words relayed. OR
- l. Write down the words on the meta-cards and post them on the board.
- m. Giving prizes to the winner is optional.

6. Process Questions

- a. How do you feel doing the exercise? (masaya, excited, wala lang). Follow-up question: Bakit masaya at excited?
- b. Option A: What word/s did you find easy to remember? Why? What words did you find difficult to remember? (piliin lang nila ang mga nakasulat sa meta-cards). Follow-up question: “Nakadagdag ba ito sa inyong kaalaman?” (yes or no)
- c. What did you do to win the contest? (possible answers: nagtulungan kami; nakinig ng mabuti sa instructions; tinandaang mabuti ang sinabi ng mga kasama namin; hindi kami nag-iingay).

Possible feedback to their answers: Ibig sabihin nito, mas natututo tayo at tama ang ating natututunan kapag tayo ay nakikinig at nagkakaisa.

- d. Ito ba ay dati na ninyong ginagawa? (Oo/ Hindi). Possible answer: “Hindi Po, tuwing may contest lang Po, dahil gusto naming manalo.” What part of your head did you use most in doing this activity? Note: If the learners are not open and afraid to answer, Facilitator will provide the clues:

- Mata
- Bibig
- Tenga
- Buhok
- Utak – correct answer.

Possible feedback to their answers:

If the BRAIN is responsible for the way we think (fast, slow) and for the things we did (like team work) then: How does the brain work?

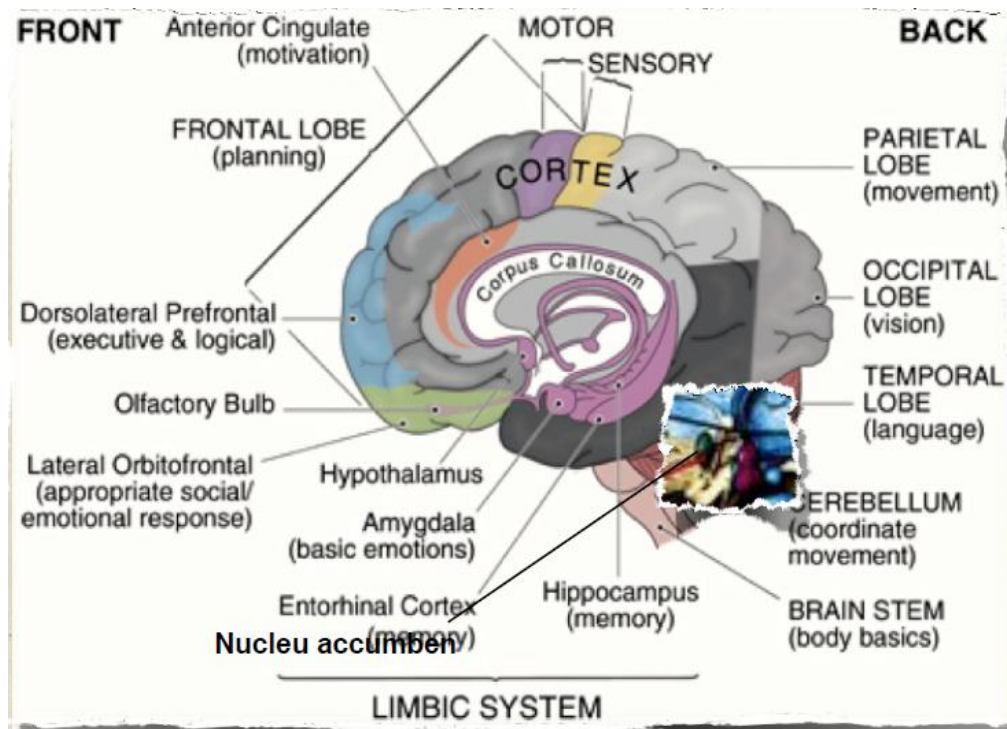
SESSION 4 THE CHANGING MINDS



LECTURETTE: The Changing Adolescent Brain and Mind

1. Time Required: 30 mins.
2. Materials Needed: Colored Picture or illustration of the Brain, at least 3'x 3'.
3. Facilitators Note:
 - a. Paste the Picture/illustration on the board.
 - b. Make sure that you review the Reading Assignments.
4. Content:

Why did I ask you to answer the items earlier? Why are we learning this today?



- Adolescence is a time filled with many changes, physical, social, cognitive and emotional. Adolescent brain development is much more dynamic than previously thought.
- The major brain development is in the prefrontal cortex. This happens in your mid-teen years until your mid-20s. This area leads to the higher brain functions. The frontal lobe matures until 25 years old.
- Until the frontal lobe matures, other parts (temporal lobe, parietal lobe and amygdala) are used for language development and decision-making. Because of the involvement of these parts of the brain, adolescents tend to lack impulse control and demonstrate more irrational behaviors. All of these characteristics affect your ability to learn, your behavior and personality.

SESSION 4 THE CHANGING MINDS



- In terms of cognitive abilities process more information, memory expands, have a bigger vocabulary, and ability to think becomes better.
- For behavior and personality, teens become idealistic and critical of people and events. In your high school years, you may feel very self-conscious and think that other people are constantly looking at you. This is the “Imaginary audience”.
- One gift that your brain development will give you as you mature is the ability for life planning. You will be able to think of the future, your future and plan goals you may want to achieve in the next 5-10 years of your life.
- This crucial stage, need the guidance and monitoring of your parents and other significant adults in your life.
- You have to take care of your brain. (Facilitator may ask the learners: “How do you protect your brain?” Write the answers in a manila paper with a chart that has two columns. Cover the second column or fold the portion with the TIPS. Make sure to limit their answers, do not expound them. Then compare the answers to the ones written at the right column.

There are some ways to do this:

Learners	Tips
	• <i>Adequate sleep is crucial for proper brain function so, sleep at least 8 hours each night.</i>
	• <i>Drink plenty of water.</i>
	• <i>Physical exercise keeps your mind sharp!</i>
	• <i>Protect the brain from traumatic injury.</i>
	• <i>Eat a healthy diet with fruits and vegetables.</i>
	• <i>Avoid drugs, alcohol, smoking, and violent video games.</i>

<http://www.wisegeek.org/what-is-the-prefrontal-cortex.htm>

<http://www.ohsu.edu/xd/health/services/brain/in-community/brain-awareness/brain-health/adolescent-brain.cfm>

http://www.sevencounties.org/poc/view_doc.php?type=doc&id=41158&cn=1310

KEY LEARNING POINTS:

- The adolescent brain is continuously developing into your 20s.
- One very important area which is still developing is the prefrontal cortex, responsible for so many higher cognitive functions which make one mature.

SESSION 4 THE CHANGING MINDS



- Your ability to learn, your behavior and personality are affected by changes in your brain.
- You have to take good care of your brain.
- You still need adult guidance and monitoring in this crucial stage.
- You become aware of your journey as a human being and better appreciate your abilities, cognitive, physical, social and emotional.

DEEPENING:

1. Activity: Question and Answer
2. Facilitator's Notes:
 - Clarify questions and doubts raised by the students.
 - Check whether the objectives of the session are being met.
 - Are the process questions being addressed?
 - What are the key learning points?

“When you give your brain and mind a new interpretation, you can see a better you.”

SYNTHESIS: “The Better Me”

1. Option 1: “Face-off”
 - a. Procedure:
 - i. Group the participants into two.
 - ii. Ask them to face one another.
 - iii. Participants may be allowed to be as creative as they can in stating their answers to the questions. They may answer through poetry, song, dance, etc.
 - iv. Each of the pairs will exchange one message to answer either of these questions:
 - Ano ang aking naramdaman ngayon?
 - Ano ang aking natutunan?
 - Ano ang aking masasabi?
2. Option 2: “I commit myself” – This is a solemn activity.
 - a. Materials needed:
 - i. ¼ sheets of papers (recycled)
 - ii. ballpen; match sticks/lighter
 - iii. 1 ceramic bowl or big tin; or just form a miniature well surrounded with stones or make a small fire using sticks or branches.
 - b. Procedure
 - i. Distribute the papers to all participants, 2 for each.
 - ii. Ask the participants to form a big circle, stand one arm's length from another.
 - iii. Ask them to be quiet.
 - iv. Instruct the participants to write things that:
 - They want to change - 1st Paper
 - They want to strengthen or learn - 2nd Paper
 - v. Write the date.

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- vi. Give them at least a minute to reflect. Tell them to hold in their left hand, the 1st paper, the 2nd with their right hand.
 - vii. Ask the participants to repeat after you: “On my left hand I hold the things that didn’t help me become a better person. I am now letting them go because I want to become a better person.”
 - viii. Ask to keep the paper with them. Tell them to go back to this paper whenever they feel down, alone, troubled, or helpless.
 - ix. Thank the participants.
- c. Option 3: Make use of your own activity.

ASSIGNMENT:

Instruct the participants to answer the question – “What values, beliefs, and practices in your life do you think were strengthened as a result of our lesson?” – through writing in their journals.

READING ASSIGNMENT OF FACILITATOR:

- Adolescence is a time filled with many changes, physical, social, cognitive and emotional. The adolescent brain is no exception. Adolescent brain development is much more dynamic than previously thought. At various times during childhood and into adolescence, new synaptic connections are made between your nerve cells/neurons and then pruned, producing more mature brain structures.
- The last major brain development is concentrated development in the prefrontal cortex. Where is that? That is just behind your forehead. This development happens in your mid-teen years and continues until your 20s. It is very important because this is the area which leads to higher brain functions like reasoning, problem solving, short term memory, planning and executing behavior, language, motor function, judgment, conscience development, development of empathy, reflection, and impulse control. Impulse control is very important at this time in your life because of your emotional and sexual urges. The prefrontal cortex is the one suppressing these urges.
- Until the frontal lobe has matured in your 20s, other parts of the brain (temporal lobe, parietal lobe and amygdala) are used for language development and decision making. Because of the involvement of other parts of the brain in these functions, adolescents tend to lack impulse control, demonstrate more irrational behaviors, and often make decisions based on their feelings rather than logical thought. All of these characteristics affect your ability to learn, your behavior and personality.
- In terms of cognitive abilities, you can process more information, your ability to memorize expands, you have a bigger vocabulary, and your ability to think about your thoughts becomes better. These make you more academically intelligent, able to learn, and able to do your school requirements.
- In terms of your behavior and personality, you become idealistic and critical of people and events. Over time, you are able to balance this with being realistic. In your high school years, you may feel very self-conscious and think that other people are constantly looking at you. This is the “Imaginary audience”. You may also think that others, especially adults, will not be able to understand what you are going through. You should also be careful because you may feel that you are very strong and invincible and



take unnecessary risks. You may get hurt, you may even die. At this crucial stage, you still need the guidance and monitoring of your parents and other significant adults in your life.

- One gift that your brain development will give you as you mature is the ability for life planning. You will be able to think of the future, your future and plan goals you may want to achieve in the next 5-10 years of your life.

THE MATURING ADOLESCENT BRAIN

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(2014)

From birth onward, the human brain continues to develop and mature. For adolescents, the amount of information they can process continues to increase, but the rate of increase is not as great as it once was during the middle childhood years. Likewise, their overall fund of information continues to build.

Memorization capabilities further expand. Youth can now recall a large amount of detailed information such as lengthy, complicated, driving directions. Likewise, they can remember and apply patterns or formulas such as when solving a complex calculus problem. Youth also use sophisticated memorization strategies such as mnemonics to remember dates (e.g., "Columbus sailed the ocean blue in fourteen hundred and ninety two"), or a musical tune or rhyme to help them to remember lengthy lists (e.g., singing the names of 50 states). Furthermore, as youths' capacity for memorization increases, the brain develops more efficient methods of organizing information allowing for more rapid and accurate information storage, and subsequent retrieval. This enables youth to recall information more easily, and to apply the information in useful ways.

Similarly, adolescents' metacognition continues to strengthen. Metacognition literally means to think about thinking; thus, teens can analyze and evaluate their thoughts and beliefs. Although metacognition began during middle childhood, the difference is that adolescents can now think abstractly. So, when metacognition is coupled with abstract thought, parents may find themselves listening to their teen discuss lofty philosophical issues and challenging their parents' values and beliefs. When teens practice these newly acquired skills it can become quite frustrating but parents may find comfort and solace knowing their teen is simply exercising their "new and improved" metacognitive skills.

The maturing brain is also responsible for advanced language development. Teens' vocabularies continue to grow as they develop an impressive working vocabulary of over 40,000 words. Their improved vocabulary includes the acquisition of words with more abstract meanings, which mirrors their new ability to think in more abstract ways. This expanded vocabulary enables them to verbalize the abstract thoughts they are having. Moreover, teens now understand many more non-literal word meanings, and they begin to use non-literal words to communicate irony and sarcasm. Thus, their ability to think abstractly also allows them to find humor in the world.

Adolescents' grammatical skills also improve to become more refined and sophisticated. Written language becomes more complex and illustrative because adolescents are required to use this form of communication more and more often as a part of their formal schooling. The quality, quantity, and intensity of formal schooling will influence language development. As with all developmental progress, there can be a great deal of variation among youth.



Unfortunately, some brain development proceeds more slowly than others. Recent research suggests the frontal lobes of the human brain are still developing until the early or mid-20's (Stuss, 1992; Thompson, Giedd, Woods, et. al, 2000). The brain's frontal lobes represent the seat of logic and reason and function to enable people to use good judgment when solving problems or making decisions. Therefore, the brain's frontal lobes serve to balance our impulsive, instinctive, emotional reactions with rational thought. Because the frontal lobe is still maturing, youth are more vulnerable to their reactive emotions and therefore may act without thinking about the consequences of their actions. In particular, they may be more likely to react impulsively when experiencing powerful, intense emotions, and seem to lack the ability to pause in order to "think through" their strong feelings.

A mature person is able to inhibit or delay responding to automatic, reactive, emotional impulses long enough to thoughtfully consider the best course of action. This developmental skill is typically acquired during adolescence; however, until this skill is fully developed, parents may become alarmed and frustrated when their teens make poor decisions, or act impulsively. To add to this frustration, parents may believe their teens "know better," and this may indeed be true. But their teens may still lack the ability to utilize this knowledge to temper their emotional impulses because their brains haven't sufficiently matured yet. Sometimes parents will exclaim in frustration, "What were you thinking!?" when in reality, there may have been little thought involved! This is why parental monitoring, guidance, and discipline are so vital throughout the adolescent years.

http://www.sevencounties.org/poc/view_doc.php?type=doc&id=41158&cn=1310

TIPS TO IMPROVE ADOLESCENT BRAIN FUNCTION

- Protect the brain from traumatic injury. Wear a helmet when bicycling, skateboarding, skiing, or participating in contact sports.
- Sleep! Adequate sleep is crucial for proper brain function. Adolescents need lots of sleep; at least 8 hours each night.
- Eat a healthy diet. The brain needs food and the higher quality the better. A good diet is critical for developing a healthy nervous system. Research consistently demonstrates that a diet rich in fruits and vegetables will benefit the brain and the body.
- Drink plenty of water. The brain works best when properly hydrated.
- Physical exercise not only keeps your body in shape; it also keeps your mind sharp! New studies indicate that exercise stimulates new cell growth in the brain increasing mental abilities 20% to 30%.
- Avoid drugs and alcohol. The adolescent brain is much more susceptible to the negative effects of drug and alcohol use. The effects could have life-long consequences.

<http://www.ohsu.edu/xd/health/services/brain/in-community/brain-awareness/brain-health/adolescent-brain.cfm>

SESSION 4 THE CHANGING MINDS



ALTERNATIVE ACTIVITY AS LEARNING EXPERIENCE:

1. Title: Animals, Plants and Furniture
2. Objective: To provide an opportunity for individuals to increase understanding of themselves and their group members
3. Group Size: 10 to 30
4. Time Requirement: 15 minutes
5. Materials:
 - a. Flip Chart paper
 - b. Markers
 - c. Masking tape
6. Procedure:
 - a. Ask participants to divide into 3 groups.
 - b. Ask each group to draw the following:
 - i. Represent your personality by drawing an animal
 - ii. Represent your personality by drawing a plant
 - iii. Represent your personality by drawing a furniture
 - c. Ask each person to explain their drawing to others in their group.
 - d. Ask them to write their names on the drawings and tape them to the wall.
 - e. Have participants move around and look at the picture.
7. Debriefing: In plenary ask the question “What new insights did you gain into your own personality and the personalities of others?”

SESSION 5

BODY IMAGE AND HEALTHY LIFESTYLE



SESSION OBJECTIVES

At the end of session, the participants should be able to:

1. Briefly discuss what body image is;
2. Differentiate positive body image from negative body image;
3. Identify factors that affect body image;
4. Discuss the importance of healthy lifestyle; and
5. Create campaign materials that will help promote “Positive Body Image and Healthy Lifestyle.”

TIME REQUIREMENT: 2 hours

FACILITATOR’S NOTES:

- Be familiar with the lecturette.
- If necessary, adjust teaching methods and contents of the Lecturette based on the cultural orientation/context.
- The use of local language is encouraged to facilitate good communication and participation.
- Set a comfortable and relaxing setting for the participants before starting the session or any activity.
- Make sure to properly answer the process questions to facilitate a smooth flow of discussion from the main activity to the lecturette part.
- Anticipate negative questions, answers, concerns and reactions from the participants. As a facilitator you must be able to process relevant concerns through counseling and simple talk after the session.
- For the Icebreaker, the facilitator may opt to choose other relevant activities.
- Make sure that every participant, including persons with disability/differently abled children, joins in this activity.
- As a facilitator you are free to make changes in the session guides to accommodate concerns related to participants belonging to IP group or persons with disability/differently abled children.
- Announce ahead of time the schedule and things to bring in the Youth Development Session.
- Ensure that in activities which require sharing, the participants must be encouraged to explain their answers and not just merely state them.
- Divide the participants into four groups. This will be their group assignment throughout the rest of the Body Image session.
- Finish the Session with a Quote: “I am Beautiful, you are Beautiful, we are Beautiful, Inside and Out.”

ICEBREAKER: “Salamin-salamin”

1. Time required: 10 Minutes
2. Materials needed: None
3. Procedure:
 - a. Ask the participants to stand up and look for a partner.
 - b. Each pair will do the actions that you dictated as if they are both facing the mirror.
 - c. Ask the participants to do the following actions:
 - Scratch your head
 - Touch your nose

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- Touch your shoulders
 - Clap your hands
 - Bend your knees
 - Raise your right hand
 - Raise your left hand
 - Touch your left foot
- d. Ask them to go back to their seats.

LEARNING EXPERIENCE:

1. Activity: "My Body Image"
2. Time Required: 15 minutes
3. Facilitator's Note: Enlarge the Thompson and Gray Contour Drawing Rating scale.
4. Materials Needed
 - a. Thompson and Gray Contour Drawing Rating scale (see Appendix)
 - b. Pens
 - c. Papers
5. Procedure:
 - a. Ask the participants to close their eyes.
 - b. Tell them to imagine themselves looking at a mirror.
 - c. Ask them to look at the image from head to toe. (You can enumerate the body parts one by one.)
 - d. Ask them to open their eyes.
 - e. Show participants the Thompson and Gray Contour Drawing Rating scale.
 - f. Ask them to identify the body figure that would best describe them.
 - g. Explain to them that what they saw in the mirror is their own body image.
 - h. Then ask them to identify on the scale their ideal body figure.
 - i. Distribute papers to the participants.
 - j. Ask them to list down the different factors that influenced their body image and their ideal body figure, respectively.
6. Process Questions
 - a. What parts of your body are you happy about?
 - b. What parts of your body will you change if given a chance?
 - c. What made you hate or love your body or body parts?
 - d. Which is harder to identify: the parts that you want to change or the parts that you love? Why do you think so?

LECTURETTE:

Body image is defined as the mental image that a person forms about their body (Santrock, 2003). It also includes how a person feels and how satisfied or dissatisfied they are about their body.

As you experience many changes in your body you also begin to form your body image. In the early part of puberty, you would generally have a positive body image. But as you become older, you also begin to form an ideal body image that would have a great impact on how you see yourselves.

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A major concern about adolescent girls is the desire to be very thin and many of them get frustrated because of the belief that they are not thin enough. This desire of being thin is influenced by the media's portrait of an extremely thin and beautiful body. Most TV commercials, print ads, famous actors and even health products often promote body images that are not possible to achieve by certain body figures. Many adolescents become obsessed with achieving the body image that they often see in media. Most of the time, they become frustrated because they fail to achieve their ideal body image. This feeling of dissatisfaction about their body is called negative body image.

Some adolescents on the other hand are comfortable and satisfied with their body image. They don't want to change any part of their body. These adolescents have what we call positive body image.

Body image and self-esteem directly influence each other. If a person has a positive body image, it is likely that that person has good self-esteem. Hence, he/she feels good about him/herself has the confidence to face any person. On the other hand, if a person has a negative body image, it is likely that that person feels insecure about him/herself.

It is important to remember that your body is unique. Our bodies are different and no two persons have the same body shape, even if they eat the same food and do the same amount of exercise for a whole year. Each person's genetic makeup influences his/her bone structure, body size, shape, and weight in different ways. Thus, physical structure varies from person to person.

One will know if he/she has a negative body image if (Family Services North Stone, n.d.):

- You focus on your weight too much.
- You feel uncomfortable and self-conscious about your body.
- You are convinced that thinner people are happier or "better."
- You believe that only other people are attractive.
- You exercise to lose weight or to "make up" for calories that you have eaten.

One will know if he/she has a healthy body image and self-esteem if (Family Services North Stone, n.d.):

- When you see yourself in a mirror or in your mind, you look at yourself as a whole person, not a collection of specific body parts.
- You accept and appreciate the uniqueness of your natural body shape and size.
- You understand that a person's physical appearance says very little about their character and value as a person.
- You feel comfortable and confident about your body, and refuse to spend time worrying about food, weight and counting calories.
- You know that real beauty is not measured by what you see but rather how you are deep within.

"What are the things that you can do to maintain a positive body image?" (Family Services North Stone, n.d.):

- Treat your body with respect.
- Eat balanced meals full of a variety of appealing nutritious foods.
- Enjoy regular, moderate exercise for the joy of feeling that your body can move and grow stronger, not just simply to lose weight, burn calories, and control your body fat.
- Get enough rest so you can enjoy each day.

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BODY IMAGE AND HEALTHY LIFESTYLE



- Resist the pressure to judge yourself and others based on weight, shape, or size.
- Respect people based on the qualities of their character and accomplishments, not just because they appear slim and well-built.
- Dress in a way that makes you feel good, comfortable and confident and not simply because you want to follow a certain fashion statement.
- Surround yourself with positive friends and family who recognize your uniqueness and like you just as you are. When you are around people and things that make you feel good, you are less likely to base your self-esteem on how your body appears.
- Maintain a healthy lifestyle free from vices such as smoking, alcohol drinking and drug abuse to reach our body's full development because these are proven to have negative effects on our body and emotional stability.

KEY LEARNING POINTS:

- A body image directly affects self-esteem.
- Body image is usually affected by what we see in media.
- Every person is beautiful in their own unique way.
- Maintaining a healthy lifestyle would help our body develop to its full potential.
- Healthy lifestyle would always make us feel good and confident.
- Healthy lifestyle is always a tool to help us reach our goals in life.

DEEPENING:

1. Activity: "Slogan"
2. Time Required: 20 minutes
3. Facilitator's Notes:
 - Prepare art materials that the students can use to make posters.
 - Inspire the participants to create a school/community campaign that would promote positive body image and healthy lifestyle.
4. Materials Needed:
 - a. Crayons
 - b. Markers
 - c. Cartolinas
 - d. Pencils
5. Procedure:
 - a. Divide the participants into groups of 5.
 - b. Ask the students to create a slogan about promoting positive body image and healthy life style. (e.g. You are Beautiful No Matter What they Say / Healthy Lifestyle + Life goals= Success / A Life Away from Drinking and Smoking is a Life Closer to Success.)
 - c. After making the slogan, ask the participants to create a poster highlighting the slogans.
 - d. The participants can do this for 30 minutes.
 - e. Each group or chosen groups will present their posters.

SESSION 5

BODY IMAGE AND HEALTHY LIFESTYLE



SYNTHESIS:

Use the posters made by the participants to summarize all the learning about the topic Body Image and Healthy Lifestyle.

ASSIGNMENT

- Option A: Ask permission from your school principal/barangay officials to post your posters in your school or community.
- Option B: Reflecting on the things that you have learned today about body image and healthy lifestyle, write an essay on how it affected your perception of yourself.

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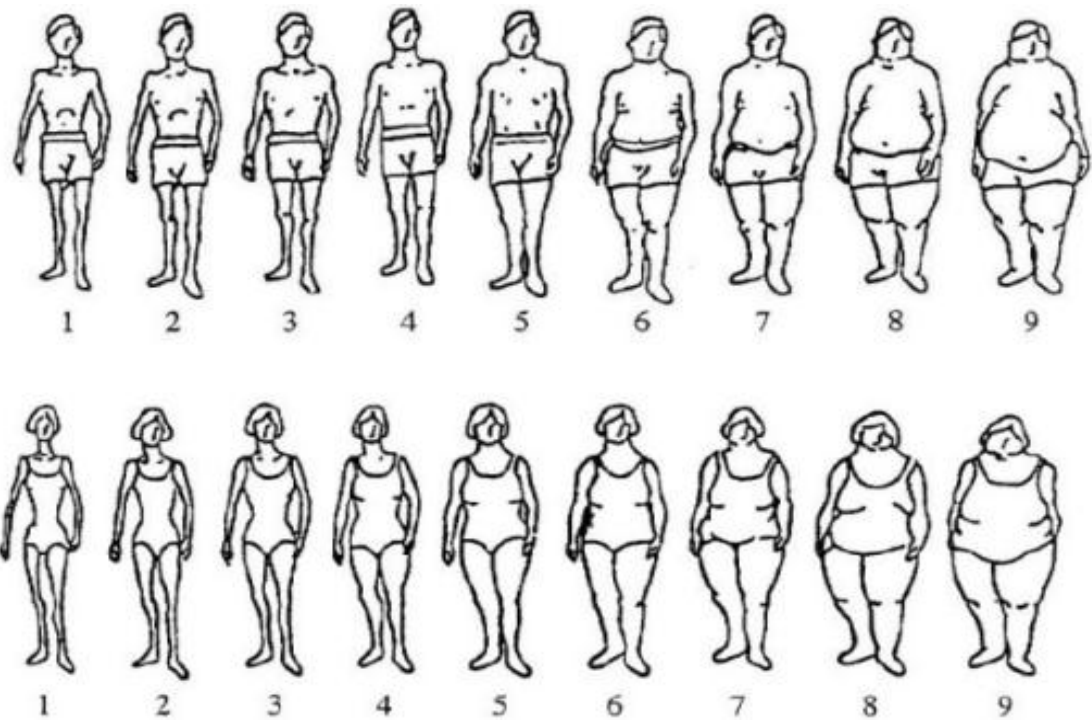
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APPENDICES:

Thompson and Gray Contour Drawing Rating scale

SESSION 5

BODY IMAGE AND HEALTHY LIFESTYLE



SESSION 6 YOUR CHANGING EMOTIONS



SESSION OBJECTIVES:

At the end of the session, participants should be able to:

1. Define emotion in their own words;
2. Recognize their emotions and their respective manifestations;
3. Identify the common emotional triggers in adolescents; and
4. Express emotions through creative works within the scope of their adolescent experiences.

TIME REQUIREMENT: 2 hours

FACILITATOR'S NOTES:

- Remind the lead group to prepare the venue.
- Read the reading assignments before facilitating the session.
- Master the concepts and, if needed, review the concepts on brain structure and brain development (Session 8. Changing Minds).
- Prepare the materials for the activities. You may tap the lead group to prepare the venue and the learning materials. (This should be done in the previous session.)
- Take time to recap the previous session with the participants and try to connect it to this session.
- Modify the procedures, if necessary.
- Be prepared for the creative activity that will be assigned to the participants. The output of the activity will be needed in future sessions. The creative output can be given as an assignment but must be presented the following meeting.
- Do not forget to acknowledge the participants' involvement and cooperation.

ICEBREAKER: Sculpt Me

1. Group size: 15-30
2. Time Requirement: 15-30 minutes
3. Materials: Prepared cards
4. Procedure:
 - a. Arrange the group in a circle. Ask them to form pairs.
 - b. Distribute to each pair a card with the following words written on it:
 - Angry
 - Afraid
 - In love
 - Tired
 - Broken-hearted
 - Excited
 - Victorious
 - Mad

SESSION 6

YOUR CHANGING EMOTIONS



- Depressed
 - Crying
- c. Ask them to keep what is written on the card a secret.
 - d. Each pair will have a turn in the circle. One person will act as the clay while the other person will sculpt his or her legs, hands and face to demonstrate the mood on the card.
 - e. Ask the pairs to guess which mood is being portrayed by the pair. The first pair to give the correct answer gets a point.
 - f. Ask a new pair to come to the centre of the group and repeat the process.
 - g. To save time, have half of the group sculpt while the other half moves around guessing the moods being portrayed.

LEARNING EXPERIENCE:

1. Activity: "Body Feel"
2. Time Requirement: 30 minutes
3. Facilitator's Notes:
 - Make sure that you have read the instruction before conducting this activity to your participants.
 - This exercise should be done in a quiet place with no distraction.
4. Materials Needed: Your instruction sheet
5. Procedure:
 - a. Ask the participants to stand up and do some stretching before doing the activity.
 - b. Then ask them sit and relax.
 - c. Just read the instruction slowly while observing them. Make sure that everyone is comfortable before and during the activity.
 - d. (...) means pause for a while to give time to your participants.
6. Your Instruction to the Participants:

"I will read to you some instructions. You must do as I say."¹

- ✓ *Close your eyes. Your sense of sight is very dominant. If your eyes are closed you are more capable of feeling your other senses.*
- ✓ *Make yourself comfortable. Slowly breath out then breath in, inhale exhale until your body becomes relax.*
- ✓ *We will take a trip through your body and visit its various parts. As you focus on each part, don't try to change what you find...just notice how you are, how you feel.*
- ✓ *Now let's begin. Start with your feet. How do you feel? Are they comfortable, or do they hurt? Are your toes cold? Do your shoes fit well, or are they too tight?*
- ✓ *Now move your attention to your legs ... is there any tension in them, or are they relaxed? ... Can you feel each muscle? ... Are your legs crossed? Is there a pressure on one of your legs ... Are they comfortable?*
- ✓ *Now pay attention to your hips and pelvis ... there are where your legs and backbone join. Do you feel comfortable here, or are you not as relaxed as you'd like to be? Direct your attention to your buttocks. ... Can you feel your body's weight pressing against the surface you're sitting on?*

¹ Lifted from (Ronald B. Adler, 1990)

SESSION 6 YOUR CHANGING EMOTIONS



- ✓ *Now move on to the trunk of your body. How does the air move in and out through your nose or your mouth? Is your chest tight, or is it comfortable?*
- ✓ *Checking your breathing has probably led you to your throat and neck. Is your throat comfortable, or do you feel a lump there you need to keep swallowing? ... How about your neck? ... Can you feel it holding your head in its present position? ... Perhaps moving your head slowly from side to side will help you feel these muscles doing their work. ... is there tension in your neck or shoulders? ...*
- ✓ *Now let's move to your face ... What expression are you wearing? ... Are the muscles of your face tense or relaxed? ... Which ones? Your mouth ... brow ... jaw ... temples? Take a few moments and see ...*
- ✓ *Finally, go inside your head and see what's happening there ... Is it quiet and dark, or are things happening there? ... What are they? Does it feel good inside your head, or is there some pressure or aching? ...*
- ✓ *You've made a trip from bottom to top. Try feeling your whole body now ... see what new awareness of it you've gained ... Are there any special parts of your body that attract your attention now? ... What are they telling you?*
- ✓ *Now there's another part of your body to focus on. It's the part of you where you feel when you're happy or sad or afraid. Take a moment and find that spot ... See how you are now in there ... See what happens when you ask yourself, "How am I now? How do I feel?" ... See what happens in that place when you think of a personal problem that's been bothering you lately... Be sure it's something that's important to your life now ... Now see if you can get the feel of this problem there in the place where you feel things ... Let yourself feel all of it ... If the feeling changes as you focus on it, that's OK. Just stay with the feeling wherever it goes and see how it is ... Now, take a few minutes to use in whatever way you like, and then slowly open your eyes.*

7. Process Questions:

- a. Did you find out things about your body that you hadn't noticed before?
- b. Did you discover some tensions that you'd been carrying around?
- c. How long do you think you've been this way?
- d. Did recognizing them make any difference to you?
- e. Could you find the part of yourself where you usually feel things? Where was it? Or are there different spots for different feelings? Did focusing on your problem make some kind of difference to you?

LECTURETTE:

Be sure to relate the preceding activity to the lecturette content specifically to the manifestations of the three components of emotions.

Think of your everyday life scenario. How does your interaction with your parents transpire? (try to solicit some answers from the participants, probable answers would be - taking orders from parents, being told to study hard, being disciplined, etc.).

Often times the interaction between you and your parents involves discipline and taking orders from them. Rarely would they approach you and ask you about your feelings. In the course of your life, we would grow

SESSION 6 YOUR CHANGING EMOTIONS



up thinking that feeling is something personal and it seems odd to talk about it especially with family members. It seems that talking about feeling is almost a taboo.

This is the reason why this topic is included in our sessions. Why? This is because you are in a new stage of your life, the adolescent period. And this stage is the stage where emotion is taking a major role in your life.

Being an adolescent is normal, everyone goes through this stage, and even us went through what you are experiencing right now. Therefore not only you is at lost, confused, at times, frustrated, more so there are times that you can not define your feelings. All these changes in your emotional make-up are the result of your physiological development. This physiological maturity led you to become more conscious of your body causing a series of confusion regarding so many aspects of yourself. Though this is happening, you have to realize that this is also an opportunity to conquer your feelings to become an emotionally mature individual.

Emotional development during adolescence involves establishing a realistic and coherent sense of identity in the context of relating to others and learning to cope with stress and manage emotions (Santrock, 2001). It is very important to acquire self-regulation skills because this will help you have a better relationship skills with other person around you, especially your parents and friends. Try to reflect on your experiences and you will notice that many of your emotional difficulties is socially oriented. (facilitator may want to ask participant recent emotional experiences.

Emotion is innate. It is our body's mechanism for survival. Being part of your being, you cannot avoid it therefore the only solution is for you to master your emotions and the essential emotional skills needed to regulate them. Mastery of these skills is necessary to manage the stress experienced by your body; and your relationship skills so that you will become more sensitive and effective in relating to others. Notice how I refer to your body in third person it is because I want you to become more aware of body in order to direct it.

First on the list is you need to recognize your emotion. You need to learn to label what you feel. You may always refer to it as feelings of emotion, but you need to know what specific emotion you feel at a particular situation. There are three (3) components of emotions. These are (refer to the prepared visual aid):

1. Feeling - This is the private manifestation of emotion. It is something we experience internally.
2. Physiological arousal - This is the distinct somatic and autonomic response of our body to stimulation. It is a constellation of bodily responses producing racing heart, perspiration, tense muscle, elevated blood pressure.
3. Actions - The behavioral manifestation of the state of being "emotional". It is our body reaction to a specific event (stimulant) which may involve conscious decision of unconscious (reflex action) This is the functional role of emotion - functional because it has a purpose and that is for survival.

In order to label your feeling accurately, you must learn to pay conscious attention to them, especially on these three components. We call it "self-awareness". Without self-awareness, you may simply say I feel "bad" or "good", "okay" or "not okay".

Let me present to you the different the basic types of emotions and emotion blends (Table 1).

SESSION 6 YOUR CHANGING EMOTIONS



Table 1. Basic emotions and emotion blends.

	Primary Emotions	Primary Blend	Emotion Generated from Primary Blend
1	Anger	Anger + Disgust	Contempt
2	Anticipation	Anticipation + anger	Aggressiveness
3	Joy	Joy + Anticipation	Optimism
4	Trust	Trust + Joy	Love
5	Fear	Fear + Trust	Submission
6	Surprise	Surprise + Fear	Alarm/Awe
7	Sadness	Sadness + Surprise	Disappointment
8	Disgust	Disgust + Sadness	Remorse

In order to label your feelings accurately, you must learn to pay conscious attention to them. You must be conscious not only how you feel them but also when you feel them. In your daily interactions with your environment learn to take note of the events that result to specific emotion. That is the second on the list - know what causes the emotion. If you need to list is down, then journal it and review them once in a while.

Once you are able to recognize your emotions and the causes of your emotions, then practice the third step, learn to focus on the components of your emotions; ask yourself the following questions: (1) "What is my feeling right now?", (2) "How do my body respond to the emotion?", "Is my heart beating fast, am I sweating?", (3) "How am I behaving?" "Am I hysterical about it?", "Am I over reacting to the situation?". By asking yourself these questions you will be able to identify the sources of your stress. And the most important step is to do something about the sources of your stress, which is the final step.

The decision is yours and making decision is hard. It needs a ton of self-control. We will learn self-control in the sessions to follow.

Becoming more emotionally intelligent requires mastery of your emotion and the acquiring the habits of being in command of them. Being emotionally intelligent will give you the ability to get along well with others and prevent you from experiencing too much stress brought about by the period of adolescent "metamorphosis".

Remember this: based on several studies, youth without relationship skills are at greater risks for a number of problems, including dropout of school compared to peers who have these skills.

KEY LEARNING POINTS:

- Your emotions is composed of feelings, physiological arousal, and actions.
- To become an emotionally mature individual, you need to recognize your emotion, know what cause the emotion and learn to focus on the components of your emotion. It is all about cognitive interpretation. Work on these components to gain emotional skills.
- How you express your emotion will affect your relationship with other people.

SESSION 6

YOUR CHANGING EMOTIONS



- Do not make decisions during heightened emotions as this may lead to outcomes that you will regret.

DEEPENING:

1. Activity: “Emo ka ba?”
2. Time Requirement: 20 minutes (for the activity alone)
3. Materials Needed:
 - a. Meta cards
 - b. Pentel pen
 - c. Masking tape
 - d. Scissors
 - e. Notebooks
4. Procedure:
 - a. Divide the participants into groups with four members each
 - b. Ask each group to take turns in doing the role-play. Those who are not role-playing will serve as audience. After all the groups have presented, talk about how persons vary in their reactions to a particular situation. (see process questions later)
 - c. Assign a particular scenario to each group. Members of the team will role-play the scenario according to the emotion assigned to him/her.
 - d. Give them five (5) minutes to rehearse and three (3) minutes to present.
 - e. Ask each group to come forward and give them your instructions – members of your team will role play the scenario but make sure that you emphasize the emotions.
 - Tasks have been assigned to group members to complete a group project. One of your members is not doing the task assigned to him, deadline date is near and you know that there is a chance that your group cannot finish the project on time. (Emotions to be acted out: anger, frustration, fear, trusting but fearful)
 - You won something that you have been strongly wishing for. (Emotions to be acted out: joy, surprise, sober, excited)
 - You lost somebody you really cared for. (Emotions to be acted out: sad, anger, frustrated, fear)
 - Your best friend, without expecting, brought you your favorite pastry that you haven’t eaten for a long time. Emotions to be acted out: excited, surprise, joyful, love)
 - You have nothing to do and your television set broke down. (Emotions to be acted out: frustration, sad, angry, annoyed)
 - You are walking to a party, a motorcycle passing by hit a paddle of water and accidentally splashed on you. (Emotions to be acted out: rage, angry, calm, surprised)
 - A man runs aggressively towards you. (Emotions to be acted out: terror, fear, surprised, alarmed)
 - You are waiting for an important person in a crowd of people. (Emotions to be acted out: alertness, excited, anticipation, impatient)
5. Process Questions:

SESSION 6 YOUR CHANGING EMOTIONS



- a. How did you feel about the role play? Describe your feelings. Note: During this processing, emphasize the feelings felt, the body reactions, and how they express it in their behaviors.
- b. Given the observed emotions, how do you manifest/show it? (Facilitator describes the physical reactions. E.g. sweating, faster heartbeat, blushing, etc.)
- c. How is it expressed in your actions? (e.g. stamping of feet, fisting, jumping with joy, shouting, etc.)
- d. The scenarios are just examples of situations faced by adolescents like you. Can you give other situation you encounter that you think you sometimes over react?
- e. From what we have just done, what have you realized about emotions in general?
- f. Have you realized something about yourself when you express your emotions? Before reflecting on your emotional experiences, I would like to discuss with you an important topic especially during this stage in your life, your emotions.

SYNTHESIS:

- Emotions are natural reactions to situations and they are manifested through our behavior.
- It is the behavior rather than the emotion that can cause damage to us and our relationship with people around us.
- We must be conscious and be in control of how we manifest our emotions.
- Next meeting I will teach some skills to manage your emotions.

ASSIGNMENT:

Tell your participants to illustrate or draw what emotion they feel based on what they have learned.

READING ASSIGNMENT OF FACILITATOR:

Adolescent Emotional Development

Emotional development during adolescence involves establishing a realistic and coherent sense of identity in the context of relating to others and learning to cope with stress and manage emotions (Santrock, 2001); and it may be a life-long issue for most people. Identity refers to more than just how adolescents see themselves right now; it also includes what has been termed the “possible self”—what individuals might become and who they would like to become (Markus & Nurius, 1986). Establishing a sense of identity has traditionally been thought of as the central task of adolescence (Erikson, 1968), although it is now commonly accepted that identity formation neither begins nor ends during adolescence. Adolescence is the first time, however, when individuals have the cognitive capacity to consciously sort through who they are and what makes them unique.

Emotional Intelligence

Identity development as well as moral development occurs in the context of relating to others (Jordan, 1994). All adolescents must begin to master the emotional skills necessary to manage stress and be sensitive and effective in relating to other people. These skills have been called “emotional intelligence” (Goleman,

SESSION 6 YOUR CHANGING EMOTIONS



1994). Emotional intelligence involves self-awareness, but above all, relationship skills—the ability to get along well with other people and to make friends. Professionals who can help adolescents develop emotional intelligence provide them with resources that will help them succeed as adults in both their personal and professional lives. However, one does not have to look to the future for the benefits; youth without relationship skills are at greater risk than their peers who have these skills for a number of problems, including dropping out of school (Olweus, 1996).

REFERENCE:

W.D.S. Killgore, T. D. (2001). Neural correlates of emotional intelligence in adolescent children. Retrieved May 2014, from <http://search.proquest.com/docview/204442081?accountid=141440>

SUGGESTED VISUAL AID:

	Primary Emotions	Primary Blend	Emotion Generated from Primary Blend
1	Anger	Anger + Disgust	Contempt
2	Anticipation	Anticipation + anger	Aggressiveness
3	Joy	Joy + Anticipation	Optimism
4	Trust	Trust + Joy	Love
5	Fear	Fear + Trust	Submission
6	Surprise	Surprise + Fear	Alarm/Awe
7	Sadness	Sadness + Surprise	Disappointment
8	Disgust	Disgust + Sadness	Remorse

SESSION 7

EXPRESSING YOUR EMOTIONS



SESSION OBJECTIVES:

At the end of the session, participants should be able to:

1. Describe in their own words how the brain processes emotional information in order for a person to arrive at a decision;
2. Be mindful of their actions; and
3. Practice the ZIPPER method in controlling emotions.

TIME REQUIREMENT: 2 hours

FACILITATOR'S NOTES:

- Remind the lead group to prepare the venue.
- Read the reading assignment before conducting the session.
- Review the difficult concepts.
- Prepare the materials for the activities.
- Take time to review the previous session with them and try to connect them to this session.
- Modify the procedure if necessary.
- Encourage all participants to participate.

ICEBREAKER: "7-UP" Counting

1. Time Requirement: 5-10 minutes
2. Facilitator's Note: Use this activity to get the participants who will role-play in the next activity.
3. Procedure:
 - a. Ask participants to form a circle.
 - b. Tell participants to count off from 1 to 7. Instruct them to count themselves by pointing at their chests. Then, they will point to a person whom they want to count next.
 - c. That person will count off pointing to his/her chest and will point to another person to continue the counting.
 - d. The person who will count off number 7 will say "up" instead of saying 7 and place his/her hand above the head.
 - e. The next person who counts next starting number 1 depends on the direction of the hand of number 7.
 - f. The participant who failed to follow the direction of the hand, say the incorrect number or failed to follow the above instruction will lose the game. Ten losers will be involved in the next activity.

LEARNING EXPERIENCE:

1. Activity: "Forced Choice"
2. Time Requirement: 30 minutes

SESSION 7

EXPRESSING YOUR EMOTIONS



3. Facilitator's Notes:
 - Prepare two emoticons – sleepy and terror stricken.
 - Prepare the scenarios.
4. Materials Needed:
 - a. 'Choice' Box
 - b. Situations written on a piece of paper and dropped in the 'choice' box
5. Procedure:
 - a. Ask the 10 participants to form five pairs.
 - b. Let each pair to pick a paper from the 'choice' box.
 - c. Written on the paper are following situations that the pairs must portray:
 - Somebody hits you. You _____.
(Possible reactions: hit back; control oneself and leave situation)
 - You are accused of stealing your classmate's wallet but you are innocent. You _____.
(Possible reactions: react violently; compose yourself and defend yourself calmly)
 - Your best friend discloses to you that she/he is also having an affair with your boyfriend/girlfriend. You _____.
(Possible reactions: throw your bag at your best friend; feel shocked but compose yourself and calmly ask your boyfriend to talk with you about the issue)
 - Your crush is asking you for a date. You _____.
(Possible reactions: get extremely excited and say yes immediately; surprised but act modestly and say "I'll think about it first.")
 - Your mother scolded you in front of your friends because you came home late. You _____.
(Possible reactions: Startled and answer back; embarrassed but calmly talk to friends and ask them to give you and your mother some time alone)
 - d. The pair discusses the possible initial reactions that they might have if they experience the situation in real life.
 - e. Encourage them to really feel the emotion and to visibly express the intense emotions and reactions required by the situations when they portray their roles.
 - f. Allow the pairs two minutes to prepare and another two minutes to role-play.
6. Process Questions:
 - a. These are typical scenarios experienced by teenagers. Do you think the reactions are typical to you also?
 - b. Why do you react that way?
 - c. During events like this, what do you feel and how do you process the event? Please describe.
 - d. Do you immediately react, or do you give yourself time to think first?
 - e. What usually follows? Do you immediately resolve the problem or overcome the emotional outburst?
 - f. How do you feel about yourself afterwards?
 - g. Does your reaction solve the problem?

LECTURETTE:

Bring a zipper as visual aid.

SESSION 7

EXPRESSING YOUR EMOTIONS



Adolescent period is a period of change. These changes make adolescents more vulnerable to stress and distress in their effort to adjust hence heightening emotional reactivity (def. intense reaction to an external stimulus). Furthermore, the brain is not yet fully mature to comprehend and process the information to come up with a better if not the right decisions.

Outbursts of emotions are hard to control. This may worsen a situation if not handled properly. It may cause misunderstanding among friends. It may lead us to embarrassment or make us feel guilty which lead us to sleepless nights.

Adolescent period is the proper time to tame the tiger in us. If you can create a strong connection between the “thinking brain” (i.e., prefrontal cortex responsible for logical reasoning) and the “emotional brain” (i.e., limbic system which is the emotional center of the brain) and keep on using this connection, then we have a greater chance of gaining a higher level of emotional intelligence. How do we do this?

There is a simple method on how to control emotion. It is important to practice this every time you think you are about to experience emotional reactivity. Use this to avoid conflict. This is called the “Zipper Method.”

1. **Z** - Zip your mouth. Stop and take a deep breath, slowly and continuous until you feel your body relax, focus on your breathing and not the situation.
2. **I** - Identify the problem. What do I need? What is my problem? What is it that you really want, because what you desire at the moment may not be what you really want? Example you may be frustrated because your work has been criticized, but what you really need is to be appreciated or recognized which is something that can not be given to you at the moment.
3. **P** - Pause. Take a moment to calm down. Remove yourself from the situation if you can. Go outside and be alone, avoid going to other people because you have the tendency to tell them what happen and it may aggravate the situation. Instead of you releasing some body stress because you are trying to divert your attention, you might get opinions that can make you more furious.
4. **P** - Put yourself in charge. Take control of your actions. Feel your body, shake your hands, drink water. Focus on the parts of your body manifesting the distress (ex. Sweating palms, you may want to wash your hands with cold water to redirect your attention or wash yur face to cool down, don't forget to kae a deep breath every now and then)
5. **E** - Explore. What can o do? Try to relax and tell yourself “I can forget about it! Do not dwell on the feeling. Divert your attention by doing other things.
6. **R** - Reset. When you are already relax, you are now ready to list down your option. It would be good to right them down. What is that made me react. Why did I react that way? What is it that I really want? Be honest with yourself, you are the only one reading your notes. Is it worth pursuing when I can find an alternative? Is it really important that I am risking many things including my pride? Is it better to let go because letting go means winning in the end? Winning because I would not feel distress all week long?

KEY LEARNING POINTS:

- Emotionality of adolescents is due to the development of the adolescent brain.
- Practice the Zipper method when experiencing strong emotional reactions.

SESSION 7

EXPRESSING YOUR EMOTIONS



DEEPENING:

1. Ask a pair or two to role-play the highly reactive situations again, but this time, the ZIPPER method should be put into action.
2. Ask the actors to share their experiences while doing the role.

SYNTHESIS:

1. Whenever you are in distress, your brain is releasing chemicals that will cloud your thinking. You are doing the ZIPPER method because you are trying to take hold of your impulses and taming the three component of your emotion (feeling, physiological responses, and actions).
2. The facilitator will request all the participants to loudly recite the below stated message:
3. "Only I can understand my true self
4. And I have the power to control myself, decide for myself as long as I will not be a disturbance to the other."
5. To end the session, ask a group to lead community Singing of inspirational songs related to handling emotions. Write the lyrics on a manila paper or prepare a video presentation whichever is applicable. (Suggested song: 'Let it go' from the movie frozen or today my life begins by Bruno Mars)

ASSIGNMENT:

- Journal Writing (The facilitator will ask the participants to maintain a journal or a diary of their daily activities highlighting the emotions felt and how they expressed/reacted/managed their emotions).
- The following are other options that facilitators can consider as assignments for the teen-agers:
 - Poems
 - Songs
 - Drawings

READING ASSIGNMENT

"An emotion without social rules of containment and expression is like a en egg without a shell, a gooey mess". Carol Travis

Adolescent period is a period of change. These changes make adolescents more vulnerable to stress and distress in their effort to adjust hence heightening emotional reactivity (def. intense reaction to an external stimulus). Furthermore, the brain is not yet fully mature to comprehend and process the information to come up with a better if not the right decisions.

Adolescent period is also a period of opportunity to master and strengthen your emotional and cognitive skills. Science has come a long way. Technology has made it possible to see inside the brain especially the activities related to cognitive (thinking) and emotional function. They have invented a machine that can

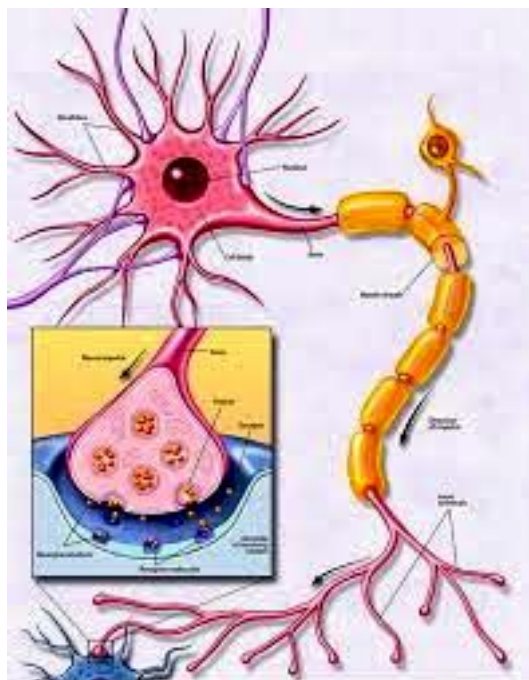
SESSION 7 EXPRESSING YOUR EMOTIONS



view and monitor a person's brain activity as he thinks and respond to a situation. They can observe how the brain's neurons transmit information from one neuron to another (see picture). They can see if the brain is efficient or if part of the brain is highly active at any given time. And one of their favourite subjects is the adolescent brain, because adolescent behaviours have ever since been interest of many studies and one way of studying them is to scrutinize the brain activities. And this is what they have seen.

First, the brain is composed of trillions of neurons or nerve cells. Its function is for learning. Learning takes place when two neurons communicate to each other through the axon end and dendrite of another neuron - (show the picture, point out the inset which is an enlarge photo of an axon terminal transmitting several neurotransmitter). When they communicate to each other, neurotransmitters or brain chemicals are passed on from one neuron to another. These neurotransmitters carry the information. This information expressed in our behaviour and our thoughts.

When neurons continually communicate with each other, a neural network is formed. The more this network is used repeatedly, the more quickly and smoothly the messages are transferred hence increasing our brain capacity. The implication is higher level of intelligence. What does this mean (imply)? It means that if we keep on doing behaviour, eventually it becomes easier for us.



source: <http://www.brainfacts.org/brain-basics/neuroanatomy/articles/2012/the-neuron/>

Brain development is gradual, but there are stages in our life where brain "growth" is more pronounced. What does this mean again? It means that there are specific times in our life that neurons are given the opportunity to develop faster. Adolescent period is one of those periods. During this time pruning of the brain takes place, this is to allow the more important area to develop. Pruning means some connections has to be deactivated to give way to other neurons who have more important function to grow and develop. And during adolescent period, the area in our brain that is more actively developing is the "thinking brain" (prefrontal cortex). At the same time our "emotional brain" (limbic system) is becoming more excited and active due to changes in the brain chemical activities (triggered by the maturation of the your reproductive system).

SESSION 7 EXPRESSING YOUR EMOTIONS

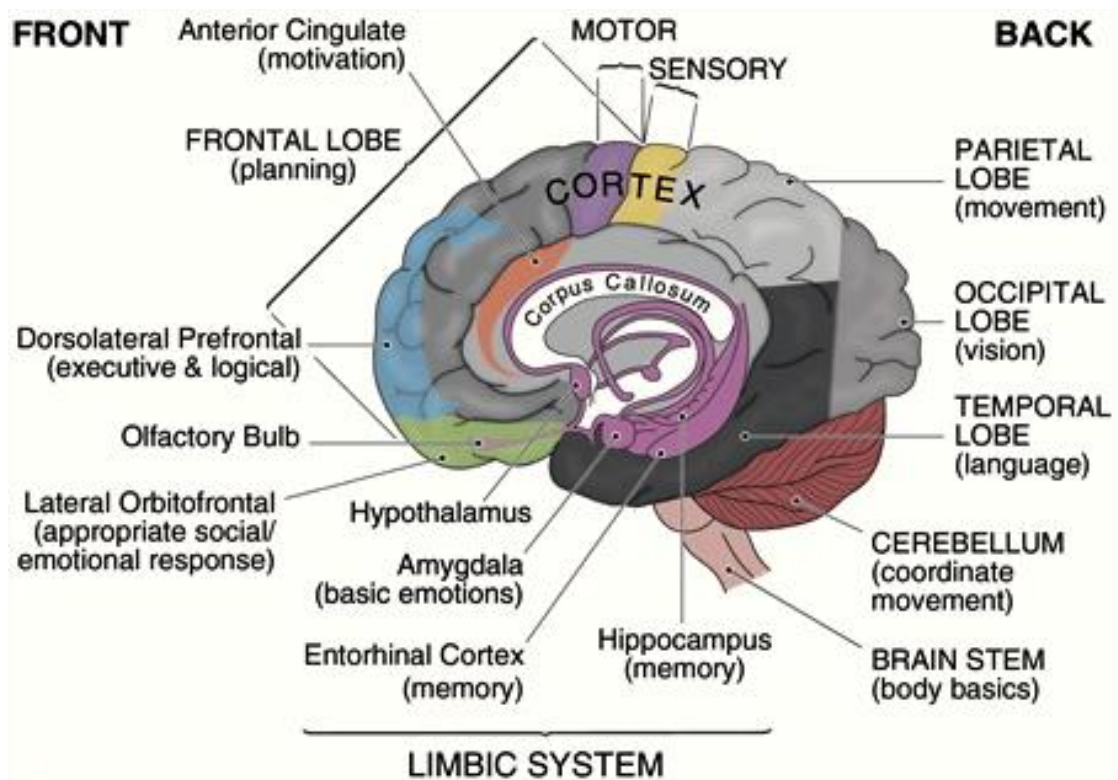


Adolescent period is the proper time to tame the tiger in us. If you can create a strong connection between the “thinking brain” and the “emotional brain” and keep on using this connection, then we have a greater chance of gaining a higher level of emotional intelligence. How do we do this?

There are two choices. These are the two pathways for the emotional signals: the cortical pathway, which is the shorter route and the thalamic pathway. The cortical pathway is the ideal pathway, which is exhibited by a person who has mastered the art of self-discipline. Describe as follows:

- The sensory impulses from the external environment is received by the senses and transported to the thalamus in the limbic system.
- The thalamus simultaneously coordinates the signal to the orbitofrontal cortex that immediately evaluates the situations and transmits a “breaking signal” to the thalamus.
- The thalamus will then send signals to other parts of the brain to stop motor movement to allow the other parts of the limbic system (hippocampus and amygdala, and again the orbitofrontal cortex) to assess the situation.
- After assessing the situation, a decision will be made on how to react to the situation. All of these happen in a split second (millisecond).

On the other hand, an impulsive personality will exhibit a quick route. That is, signals are directly sent to the thalamus and to the amygdala without the help of the frontal area (reasoning area) and immediately acts on it. An immediate emotional reaction manifested in our behaviour (ex. Fear, rage) is a manifestation of a neural activity in the amygdala. Distress prompts the amygdala to generate more emotions that can escalate unless some interventions occur.



From early years to this period of adolescent, impulsiveness is innate and impulsivity diminishes with age as the prefrontal cortex matures. However, individual differences in impulsivity may be observed regardless of age. And this is attributed to how individuals learn or master cognitive control over impulsiveness.

SESSION 7

EXPRESSING YOUR EMOTIONS



What is important is before we react, we have the ability to weigh the situation and make the proper response to the situation. This way we feel good about ourselves after making the choice and acting on it. And the number one prerequisite is to have a clear idea of the socially accepted behaviours. As I have mentioned earlier, every time a skill is repeated, the brain connections responsible for this behaviour are being exercised. The exercise helps them become stronger; once they become strongly connected it becomes a habit. And the next time a similar situation happens to us, making the right decision is easier.

As adolescent, which emotional pathway would we take when we know that this is the best time to create a strong neural network, when our brain has the power to produce the building blocks for strong neural connections?

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SESSION 8 CHANGING ROLES AND EXPECTATIONS



SESSION OBJECTIVES:

At the end of the session, the participants should be able to:

1. Explain the changing roles of and expectations from adolescents within the contexts of the family, the school and the community;
2. Distinguish which of their roles at present are easy or are challenging for them; and
3. Explore what to do to positively address their challenging roles.

TIME REQUIREMENT: 2 hours

ICEBREAKER: “Gunting, Papel, Bato”

1. Divide participants into three groups.
2. Tell each group to decide for a symbol that creatively represents each of the following objects: gunting, papel and bato.
3. After deciding on a symbol, call two groups to stand facing each other with hands behind their back.
4. On your signal (e.g. counting 1, 2, 3), the competing groups act out the symbol representing the object of their choice.
5. If both groups picked the same object, there will be a draw. If they chose different objects, the point goes to the group acting out the more powerful object.
6. REMEMBER: Gunting is more powerful than papel; papel is more powerful than bato; bato is more powerful than gunting.

LEARNING EXPERIENCE:

1. Activity: “Papel Ko ‘To...”
2. Time Requirement: 30 minutes
3. Materials needed:
 - a. 6 metacards for each participant
 - b. Manila paper
 - c. masking tape

SESSION 8 CHANGING ROLES AND EXPECTATIONS



d. markers

4. Procedure:

- a. Provide each participant six (6) metacards.
- b. Ask them to list down two (2) most positive roles and two (2) most challenging roles they perform inside their home, at school and in their community.
- c. Tell participants to post their metacards on the assigned area on the board or wall.

<i>Category</i>	<i>Roles</i>	
	<i>Positive</i>	<i>Challenging Roles</i>
<i>Family</i>	1 2	1 2
<i>School</i>	1 2	1 2
<i>Community</i>	1 2	1 2

5. Process Questions

- a. As a child, what were the different roles you portrayed at home, at school or in the community? (Possible answer: daughter, son, pupil, student)
- b. Now that you are an adolescent, are your roles still the same? If yes, how can you say so and what new roles are you taking now? If no, which roles have you maintained and why? (Possible answer: Yes, I'm still a daughter now and I'm still a student OR No, I'm already working and I'm expected to do adult tasks such as farming.)
- c. How does the role you take in one situation affect your roles in other situations (e.g., how your roles in school influence your role at home, vice versa)? (Possible answer: My responsibilities at school are heavy and at the same time my parents are expecting too much from me at home therefore I cannot anymore perform my other tasks effectively.)
- d. How do you manage these interactions of roles?
- e. Why do you find these roles positive?
- f. Why do you find these roles challenging?
- g. Are there roles which are challenging for you but are not challenging to others; or the other way around? Why is this so?
- h. How can you turn challenging roles into positive roles?

LECTURETTE:

Adolescence is a time filled with many changes. The social domain – involving your roles and relationships – is one area that shows numerous changes. Given your changing bodies and the more adult-like appearance you are starting to have, people around you start to perceive you as young adults. This may have both good and bad consequences for you. On one hand, looking more adult-like may make it easier for your parents to give you adult privileges like staying outside at night a little late. On the other hand, they may start to have more and

SESSION 8

CHANGING ROLES AND EXPECTATIONS



bigger expectations from you. They may expect you to be more mature and independent in the way you think, feel and act. However, even if you are physically mature, you may still be socially immature. You may not yet be capable of functioning well in adult social roles and may misuse the independence given to you. This lack of fit between your physical and social characteristics may lead to stress and confusion until such time your physical and social maturity coincide.

At your age, you begin to form many different types of relationships outside the home, and many of your relationships will become more deeply involved and more emotionally intimate. Your social networks may greatly expand to include many more people, and many different types of relationships. These kinds of relationships expose you to opportunities that will boost your interpersonal competencies.

You start to differentiate friends from acquaintances, indicating a more mature understanding of the different ways to know another person. You develop the capacity to form closer, more intimate relationships with your friends. They become the first line of support during times of worry or upset. This increased reliance on friendships is yet another way that you demonstrate your growing independence. You may also begin to form romantic attachment and, as the desire for a romantic relationship increases, you may begin to question your sexual orientation and gender identity.

With these changes, you must learn to balance the multiple relationships that compete for your time, energy, and attention. You have many teachers with different requirements and priorities. In order to complete group projects or assignments with your classmates, you need the ability to form cooperative relationships. If you are working, you have to learn to interact with an employer and co-employees in a respectful manner. As an adolescent, expect that you will have added responsibilities. You may tend to resist these responsibilities. However, you must realize that these tasks given unto you equip you with skills that are essential in the future. Hence, just like with any other changes you are undergoing, you must willingly accept new responsibilities to make the most out of your potentials.

As you establish more relationships, negative experiences may arise like rejection by other people, giving in too much to peer pressure, and bullying by classmates. Your task is to hold on to your values so that you will not crumble amidst these challenges. Parental/adult monitoring are also must during these years. Therefore, you must make the most out of your parents' guidance instead of pushing them away.

KEY LEARNING POINTS:

- We have different roles to play in the different social environments we are part of.
- The adolescent looks more adult-like and this leads to changes in how people perceive them and what is expected from them.
- Adolescent social development involves a dramatic change in the quantity and quality of social relationships among family members, classmates, peers and other people.

SESSION 8 CHANGING ROLES AND EXPECTATIONS



- Parent's expectations from adolescents may be very different from what adolescents know and feel, vice versa.
- New roles equip adolescents with new competencies (e.g., interpersonal, communication).

DEEPENING: "Papel Ko, Rap Ko"

1. Time Requirement: 1 hour
2. Materials Needed:
 - a. Manila Paper
 - b. Marker
3. Procedure:
 - a. Divide participants into three groups.
 - b. Assign the following categories to each group:
 - Group 1-Family
 - Group 2-School
 - Group 3-Community
 - c. Instruct each group to create a 'rap' and a dance move describing the experiences they have in different roles they portray in the category assigned to them (e.g., Group 1 creates a rap about their roles in the family such as being a son/daughter, being brother/sister)
 - d. Give each group 30 minutes to prepare and practice for their presentation and write the rap's lyrics on the Manila paper.
 - e. Once all groups are done, give each group 3 minutes to present their output.

SYNTHESIS:

Ask two volunteer participants to share their insights about the day's activity. Wrap up the session by summarizing the most important and profound insights that the participants shared.

ASSIGNMENT:

Ask participants to approach an authority figure (e.g., parents, teachers, guidance counselors) to help them plan out how they can POSITIVELY deal with their challenging roles. Tell them to write down their ideas on a table similar to the one below:

SESSION 8 CHANGING ROLES AND EXPECTATIONS



CHALLENGING ROLES	WHAT CAN I DO TO POSITIVELY DEAL WITH MY CHALLENGING ROLES?
1. As a YDS participant, I am tasked to answer this assignment	I will approach my parent to ask help.
2.	
3.	

REFERENCES:

http://www.mentalhelp.net/poc/view_doc.php?type=doc&id=41169&cn=1310

<http://www.psyking.net/id183.htm>

SESSION 9 DEFINING YOUR IDENTITY



SESSION OBJECTIVES:

At the end of the session, participants should be able to:

1. Define identity,
2. Identify some essential aspects of identity such as strengths, fears and personal aspirations,
3. Explore different 'identities' that adolescents assume; and,
4. Explain how adolescents respond to identity crisis.

TIME REQUIREMENT: 2 hours

ICE BREAKER: Human Bingo

1. Time requirement: 10 minutes
2. Material needed:
 - a. "Human Bingo" card (see Appendix)
 - b. Pens
3. Procedure:
 - a. Provide participants a copy of the "Human Bingo Card" where different descriptors about the self are listed.
 - b. Instruct them to ask co-participants if they meet these descriptors. Tell them that once they meet the person with the specified description they have to ask him/her to sign on the corresponding box in their bingo card.
 - c. Remind participants to move around and approach co-participant randomly (e.g. do not approach others because they are your friends or they are your crush). Ask them
 - d. Emphasize that each box in the bingo card should be signed by different persons. No participant should sign one's bingo card twice.
 - e. The participant who first fills out her or his card wins. (note: all boxes should be signed)

LEARNING EXPERIENCE:

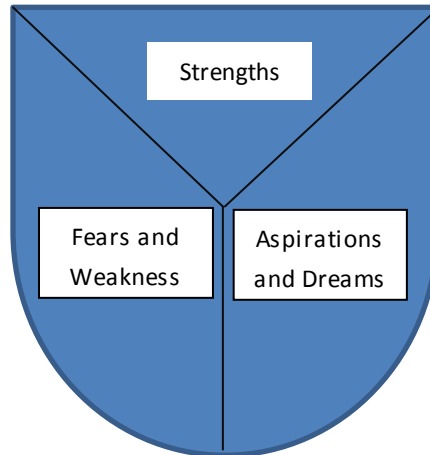
1. Activity: "Coat of Arms"
2. Time Requirement: 30 minutes
3. Materials Needed:
 - a. Bond papers
 - b. Manila Paper
 - c. Pens / permanent markers
 - d. Scissors
 - e. Scotch tape/masking tape

SESSION 9 DEFINING YOUR IDENTITY



4. Procedure:

- a. Draw the image below on the board or on a Manila paper and show it to the participants.



- b. Provide participants a sheet of paper and ask them to copy the image.
- c. Tell them to imagine themselves as “warriors” ready for battle but missing one important gear – a SHIELD, otherwise known as coat of arms.
- d. Ask them to fill out the different portions of the coat of arms with the required information.
SAY:
 - i. *On the triangle at the top, write down your strengths. These include your talents, skills and other potentials.*
 - ii. *On the left side of the coat of arms, write down your fears and weaknesses. These include aspects of your life which you want to change.*
 - iii. *On the right side of the coat of arms, write down your aspirations and dreams. These include what you want to become in the future.*
- e. Allow five minutes for participants to individually reflect on the above mentioned instructions.
- f. Once everyone is done with the individual reflection, divide participants into five groups.
- g. Ask the groups to draw a large coat of arms (as in the figure above) on a piece of Manila paper and consolidate their individual responses on this drawing. (Note: remind participants that they may not share information if they are not comfortable to do so. He/she may approach you after the session if they have any concerns like fears)
- h. Once all are done, request a representative from each group to share their output.

5. Process Questions:

- a. What aspects of your identity were hard for you to identify? What were the easiest? Why?
(Possible answers: My strengths and dreams are easiest to identify because they are positive things about me. My weaknesses and fears are difficult because, as much as possible, I don't want to remember them.)
- b. What remarkable similarities or differences in strengths, weaknesses our dreams among adolescents have you observed? Why do you think so?
(Possible answers: All of us are creative maybe because we are passionate about what we do. All of us are dreaming to finish our studies maybe because we want a better life.)

SESSION 9 DEFINING YOUR IDENTITY



- c. What can you do to combat your fears and weaknesses?
(Possible answers: I try to face them. I ask help from friends.)
- d. What can you do to achieve your aspirations?
(Possible answers: I will work hard in my studies. I will try to build good relationships with my parents.)
- e. How did the activity help you understand yourself more?

LECTURETTE:

Sino ako? Saan ako nanggaling? Saan ako patungo? Who among you have asked the same questions? These are common questions that people your age often ask. Answers to these questions may seem unclear. However, asking these questions means you are living your life *consciously* (*nag-iisip ka at naglalaan ka ng panahon upang magmuni-muni*), which is a great thing!

A famous Greek philosopher once said: Know thy self. But, what do we mean by the word, self? And, as adolescents, what concerns do you face in connection with your understanding about the self?

In simple terms, self refers to everything that you are – your strengths, your weaknesses, even your deepest secrets and concerns. Identity is an essential aspect of yourself, which includes needs, abilities, beliefs, aspirations and individual history that are unique to you as an individual.¹ Identity is:

- the expression of your distinctiveness as individuals – mga katangiang natatangi sa atin
- linked to our sense of belongingness – may kaugnayan kung saang pangkat tayo kabilang
- relatively stable – hindi basta basta natitinag o nababago
- dynamic and complex – maari ring magbago dulot ng mgakaranasan

Your identity constantly develops as you live. However, although some of your traits might have changed from the time you were born, you are still generally the same person.

You may imagine your SELF as a puzzle and the individual pieces as elements of your IDENTITY such as abilities or talents (e.g., to sing, to dance), your mood and temperaments (e.g., being jolly, being a loner), your dreams (e.g., wanting to finish college, desiring to travel into places). When you fit the pieces of the puzzles together, you end up as a complete person with a clear identity.

You, being adolescents, are in a unique phase in terms of identity formation because you are beginning to ask yourself about who you really are. This experience is called identity crisis or “identity vs. identity confusion.” Looking back at the puzzle, you are in the process of trying to fit all the pieces together. However, some pieces may not exactly fit. Others may fit but they may not contribute to the total picture. If this happens, you try searching for the best piece to complete the total picture of who you are.

Why do adolescents experience this crisis? One reason is that because you assume different identities in different situations.

¹ Marcia, James. *Handbook of Adolescence*, p. 159

SESSION 9 DEFINING YOUR IDENTITY



You have a self-identity (also called self-concept), which refers to who you are according to your own view about yourself. Likewise, you have a social identity, which refers to who you are according to others. Were there instances with your friends, family or other people when your social and self-identity were in conflict? (e.g., moments when you are forced to show a behavior or action to others just to please them but you experienced doubts or discomfort because what you did is against your values, beliefs and desires). How did you handle the situation?

Aside from these two identities, you still have other identities to assume based on:

- The region you are living in,
- The ethnic group you belong,
- The economic status you have,
- The religious faith you profess; and,
- Many others.

Can you cite experiences wherein these identities were in conflict? As an adolescent how do you reconcile these multiple identities?

Adolescents have different responses when confronted by identity crisis. Look at these boxes and identify which of the descriptions fit you most:

<p>“Hindi ko pa alam kung ano ang pinaniniwalaan ko. Bahala na. Magdedesisyon ako pag andyan na.” Identity diffused</p>	<p>“Kapag may problema, lubha akong nagiisip. Nais kong maunawaan kung bakit kailangan kong gawin ang isang bagay.” Identity Moratorium</p>
<p>“Bata pa lang ako alam ko na ang tama at mali. Mas maiging sumunod kesa maging bukas sa ibang ideya.” Identity Foreclosed</p>	<p>“Ako ay mayroon nang personal nabasehan ng tama at mali. Alam ko na kung sino ako at kung bakit ko ginagawa ang mga bagay-bagay.” Identity Achieved</p>

NOTE: As facilitator, encourage adolescents to think and assess their situation. Avoid prescribing but take note that there are situations when one identity status is more applicable than the others.

Each box corresponds to an identity status. When adolescents journey towards understanding themselves, they may either COMMIT or NOT COMMIT in any of the identities we discussed above. Likewise, they may either EXPLORE or NOT EXPLORE. They do these for many reasons: to avoid being hurt, to avoid confrontations, to experiment out of curiosity, to be different from others (*“para maiba lang”*).

It is important to note that the practice of any of the identity statuses eventually becomes part of your disposition as a person. That is why you have to be mindful and weigh if it is helpful or not in different situations. This is because, the goal of an adolescent is to have an IDENTITY ACHIEVED status where you have already committed to an identity and yet are still searching to become a better person.

SESSION 9

DEFINING YOUR IDENTITY



Indeed, you are individually unique even in your response to the struggles and conflicts that you encounter.

KEY LEARNING POINTS:

- Identity formation is a lifelong process
- Adolescents are at the forefront of identity crisis due to increasing self-awareness and understanding of the world brought about by your changing mental processes.
- Adolescents assume different identities and these identities may come in conflict with each other.
- Adolescents when confronted by these conflicts may opt to explore or not explore and commit or non-commit. They do these for many reasons: to avoid being hurt, to avoid confrontations, to experiment out of curiosity, to be different from others (“para maiba lang”).
- The ultimate goal of an adolescent is to be able to define one’s identity through constant reflection.

DEEPENING: Finding Myself

1. Time required: 30 minutes
2. Materials Needed:
 - a. Any object in the venue
 - b. Group output in the "Coat of Arms" activity
3. Procedure:
 - a. Tell participants to go around the venue for ten minutes and look for an object that would best describe them (e.g. a ball pen because he has skills in drawing or sketching).
 - b. After the allotted time, ask three participants to share their object within two minutes by answering the following questions:
 - i. What were your considerations in choosing the object that you felt best described your identity?
 - ii. Did you find it hard or easy to search for the item that best described your identity? Why?
 - c. Once the volunteers are done sharing, instruct all participants to decorate their group’s COAT OF ARMS done in the main activity with the objects they found.
 - d. NOTE: This session may elicit some emotional reactivity from participants. Be ready to handle these emotions. If there is a guidance counselor, ask him or her to assist you in handling the situation. Likewise, if you observe any participants taking unconventional objects (e.g., rags, weapons) as a representation of the self, make sure to approach them after the session for clarification. This session may also be an opportunity to identify possible cases for management.

SYNTHESIS:

Ask two volunteer participants to share what they learned from the session by answering the following question: Knowing/discovering your identity, what do you think is the message of the activity for you?

SESSION 9 DEFINING YOUR IDENTITY



END BY SAYING: The coat of arms activity enables you to further know yourself. It serves as a model for you to look into your own person and help you realize the importance of knowing who and what you really are. May your knowledge about your identity act as a shield and armor in defense against the internal and external pressures and negative elements that may come along your way as you go through the crucial stage of adolescence.

ASSIGNMENT: 'Dear Me'

In a piece of short bond paper, ask participants to make a letter addressed to the self, telling how they feel about their identity. The letter will be about the things that matter most for them as a unique individual with worth, value and dignity. Together with their individual coat of arms, ask them to put this letter inside a bottle, which they can decorate. This will be shown on the following group session.

READING ASSIGNMENT FOR FACILITATORS:

JAMES MARCIA'S IDENTITY STATUSES

	No exploration	Exploration
No commitment	IDENTITY DIFFUSION <ul style="list-style-type: none"> - Do not know how they will end up, nor do they care. - Just living for the moment and give little thought to the future - If diffuse people do not mature by adulthood – bad news. - Little self-esteem and little autonomy; - Usually disorganized, complicated, and somewhat unethical. - Withdrawn, wary of peers, and unfavorably received by others. 	IDENTITY MORATORIUM <ul style="list-style-type: none"> - Exploring their identities, but they have not yet committed to any certain ideology yet experimenting and searching for a set of ideas and beliefs to call their own - High anxiety, high self-esteem, internally oriented behavior, cultural sophistication - A need for both rebellion and acceptance, short deep relationships, and favorable reception from others.
Commitment	FORECLOSURE <ul style="list-style-type: none"> - Commit to an identity that has been handed to them, usually by some authority - Characterized by a disapproval of showing strong emotion - Support for authoritarian views, a need for social approval - Poor results in stressful situations, stereotypical relationships, great behavior, and happy family life. 	IDENTITY ACHIEVED <ul style="list-style-type: none"> - Have explored their options and have committed to a certain ideology that fits them - Have taken on a set of values and beliefs that are all their own. - "They know not only who they are, they know how they became that, and that they had a hand in the becoming." - James Marcia - Independent, smart, and confident. - Generally well-received by others, and they have high self-esteem,

SESSION 9 DEFINING YOUR IDENTITY



		even in unfamiliar situations.
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In Box No. 1, identity status is DIFFUSED. It means the adolescent is not committing to any identity and at the same time not trying to explore who she or he really is. These adolescents are in a stage of confusion and yet they are not yet trying to resolve their issues. On one hand, it is also a way in which they buy time. At some point diffusion is a normal experience but as adolescents becomes older, they are expected to explore their options and finally make a decision to make their life better.

In Box No. 2, the identity status is FORECLOSED. It means the adolescent has already committed to an identity but at the same time already stopped exploring other possibilities. These adolescents have fully accepted the identity which they have received from their parents or perhaps peers. This may be positive if the identity is positive and progressive. However, it may be disadvantageous if the identity is negative. For example, an adolescent who as a child is labelled 'weak' or 'dull' (bobo) may fulfill that identity and stop learning and becoming better.

In Box No. 3, the identity status is MORATORIUM. The adolescent has not yet committed but is exploring who she or he really is. Most adolescents are in this status. Adolescents who are having this status are in constant exploration. If done positively, this can lead adolescents to discover their potentials more. However, if not, this may lead to accidents and problems.

The goal of an adolescent is Box No. 4, IDENTITY ACHIEVED. In this case, the adolescent has already committed to an identity and yet still searching to become a better person.

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Marcia, J. 1980. Identity in adolescence. In J. Adelson, Handbook of Adolescent Psychology. Pp. 159-187. New York: Wiley & Sons.

<http://socialscientist.us/nphs/psychIB/psychpdfs/Marcia.pdf>

SESSION 9 DEFINING YOUR IDENTITY



APPENDIX:

NOTE: Bingo boxes can be edited according to the number of participants. Indicated attributes can be changed depending on what is best suited to the participants.

NAME OF HUMAN BINGO PLAYER: _____				
Paborito si Dyesebel _____	Size 7 ang paa _____	Iyakin _____	May Dimple _____	Magaling Magluto _____
Paborito si Daniel Padilla _____	May twitter account _____	Nakilala na ang first love _____	Best Friend si nanay _____	Paborito ang purple at pink _____
Madaling Mapikon _____	Masayahin _____	Honor student _____	Sumali sa singing contest _____	Gustong maging Doktor _____
Idol si Vice Ganda _____	Tahimik at Mahiyain _____	Mahilig mag-swimming _____	Idol and F4 _____	Nagdadasal bago matulog _____
Magaling mag-drawing _____	Mahilig magbasket ball _____	Mahilig magbasa ng pocket book _____	Marunong mag-gitara _____	Mapagmahal _____

SESSION 10 APPRECIATING YOUR SELF-WORTH



SESSION OBJECTIVES:

At the end of the session, participants should be able to:

1. Define self-concept and self-esteem,
2. Distinguish positive from negative self-concept,
3. Enhance personal skills to develop positive self-concept and higher self-esteem; and,
4. Demonstrate the value of deeper awareness and appreciation of self-worth.

TIME REQUIREMENT: 2 hours

FACILITATOR'S NOTE:

- This session is a sensitive workshop where participants will be asked to go deeply into themselves. It may elicit emotional reactivity to some participants. If the guidance counselor is present, ask his or her help to manage the situation.
- Read the lecturette before the session proper.
- Prepare the venue and the materials needed prior to the session.
- Take note of the following definitions:
 - Self-concept – your thoughts about yourself (pananaw sa sarili)
 - Self-esteem – your feelings about yourself / how you value yourself (pagpapahalaga sa sarili)

ICE BREAKER: "Presyo Mo?"

1. Divide participants into three groups.
2. Assign a team name to each group. Each team name has a corresponding price.

Team Name	Price
PEDRO	5.00
JUAN	2.00
MAGKANO	1.00

3. Tell participants that you will be calling team names at random.
4. Tell them further that if their team name is called, all of their group members should stand up and say, "PO?"
5. Instruct them that you can either ask the group, "PRESYO?" or call another team name. If you ask "PRESYO?" the group you called should respond with the corresponding price. If you called another team name, the group should sit down and the new group you called should be the one to answer "PO?"

Example:

Facilitator: PEDRO

SESSION 10

APPRECIATING YOUR SELF-WORTH



Participant (Pedro):	PO
Facilitator:	PRESYO
Participant (Pedro):	5.00
Facilitator:	MAGKANO
Participant(Magkano):	PO (Pedro group should sit; Magkano group should answers.)
Facilitator:	PRESYO
Participant(Magkano):	1.00

6. Keep calling other groups until one particular group commits a mistake thrice.

LEARNING EXPERIENCE:

1. Activity: "THROWBACK"
2. Time Requirement: 45 minutes
3. Materials Needed:
 - a. Bond paper
 - b. Pens/pencil
 - c. Manila paper
 - d. Permanent marker
 - e. Masking tape
4. Procedure:
 - a. Set the participants' mood by guiding them slowly through a visualization activity. Use the following script in this activity:

Close your eyes. Imagine yourself alone in a room. In front of you is a television showing a movie about a child. Can you see that child in the movie? That is you. You are wearing your favorite clothes. Imagine yourself in a place where you used to go to as a child. It can be your favorite playground or the tree that you used to climb on or a field where you used play. Stay in that place. How do you feel as you are there in that place? When you look around, you see other people? Who are they? Family? Friends? Neighbors?

Then, you see yourself slowly getting older. You are now six years old...seven...eight...nine...ten...eleven...until you reach your current age. Where do you see yourself now? What is your special place? Who are the people with you in that place? Imagine the activities that you usually do with them. Are those experiences with them meaningful?

Slowly, the movie stars to end. You turned off the TV, walked out of the room and find yourself sitting down again in this place with me and your co-participants.

Feel the air, listen to the sounds around you; and, in the count of ten, you slowly open your eyes...ten, nine, eight, seven, six, five, four, three, two, one.

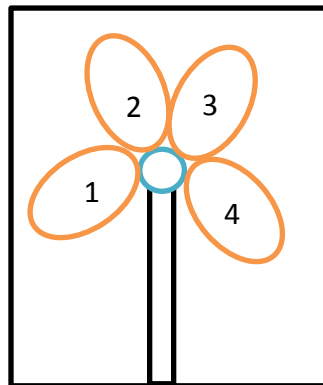
- b. Distribute a piece of paper to each participant.

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- c. Ask them to draw a flower with four petals and one stalk as the figure below:



- d. Instruct participants to fill out the flower with the following information
- First petal: things you know about yourself that other people also know
 - Second petal: things you know about yourself that other people do not know
 - Third petal: things that people tell about you that you cannot believe is true
 - Fourth petal: things about you, which you are confused about and which other people cannot also explain.
 - Middle circle: what you think is your purpose in life now.
 - Stalk: all things and people that make you strong and feel good about yourself.
- e. Divide participants into four groups.
- f. Ask each group to consolidate individual output by drawing a huge flower on the Manila paper and filling this out with the same information as the one required in the individual reflection.
- g. Instruct groups to assign facilitator and/or a presenter to discuss the output.
- h. When everyone is done, give each group two minutes to present their output.
- i. NOTE: You may use other activities such as trust walk before the visualization exercise. Just make sure to process participant experiences. Be sensitive. Make sure that no one will be offended in the process (e.g., focus on the experience of being guided NOT on valuing the sense of sight).
5. Process Questions:
- a. Which of the petals did you find easiest to fill out? Why do you think so?
(Possible answer: It's easier for me to answer Petal No. 1 because it contains things about myself that everyone knows.)
 - b. Which of the petals did you find most difficult to fill out? Why do you think so?
(Possible answer: It's difficult for me to answer Petal No. 4 because no one knows about it, even myself.)
 - c. What similarities/differences have you observed in terms of your purpose and that of others?
(Possible answer: We all think that our purpose in life is to study and have a job.)
 - d. What did you realize about yourself as you do the activity?

LECTURETTE:

Let me tell you a story:

There was once a star who wants to live on Earth. The star asked its angel for permission but the angel said, "You are not ready to travel." So the star waited and the angel seemed to have forgotten. One night, the star

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dreamt of a woman. In its dream, the star asked the woman, “Can you be my mother?” The woman said, “Yes.” The following night, the star dreamed of a man. In its dream, the star asked the man: “Can you be my father?” The man said, “Yes.” The star shared its dream to its angel. The angel smiled and said, “It seems you are now ready to travel to Earth.” he star was delighted. But, the angel had a condition: “You can take this journey but you have to travel alone.” Although scared, the star agreed. It took its journey and found itself inside the woman’s womb. Sadly, as the star took its human form, it has forgotten what it truly is. When it was born, the star only recognized the humanity in it. The challenge for the star is to realize once again how great it is. The purpose in the star’s life is to know once more that it was a star: its true nature.

How did you find the story? It might be entertaining and cool but at the same time, it holds a great truth about us. It is really a challenge to KNOW oneself. Being aware of your views about yourself is necessary for you to appreciate who you really are. Remember that self-knowledge is a prerequisite to self-love¹.

There are certain exercises through which you can further get to know yourself more. In the previous session, you tried to explore a certain area of yourselves when you looked at your identity. In today’s activity, what you did is another example of such exercises. You used the Johari² window to explore other areas of yourself.

	Known to me	Unknown to me
Known to others	Public arena This is your public self.	Blind spot These are possible rooms for improvement.
Unknown to others	Hidden These are your secrets and lies, which may burden you.	Unknown These are potentials that are waiting to be born.

Things about yourself which are known to you and are also known to others are what you call ‘**public arena**.’ Often, this is the part of yourself that you intentionally show other people. So, when others reject this area, you feel greatly hurt. You may think and feel bad about yourself.

Things about yourself that are known to you but are not known to others are what you call ‘**hidden**’ area. These include your secrets and lies. These are often your shadows that you intentionally keep away from others. Often, these are also the things that you can work on to improve yourself. These hidden areas, when not addressed properly, may become emotional baggage that can negatively affect your views about yourself and your relationship with others. For example, if you steal or tell a lie, even when no one saw what you did, you may continuously feel guilty and bad about yourself. This eventually affects your self-concept, which we will discuss in a while.

Alongside your hidden area is your **blind spots** area. This area consists of things about yourself that are known to others but are not known to you. Since in our society it is often perceived as impolite to notice others’ imperfections, you need your friends and relatives to tell you these. When closest friends and relatives mention anything that you have to work on, you must pay attention to see if there is any bearing in their suggestions.

¹ Fromm, 1969

² Johari window was developed by Joe Luft and Harry Ingham to serve as a device for self-evaluation

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And of course, there are those **unknown** things about yourself, which you are yet to discover. These are your potentials waiting to be born. Be attentive about your talents and skills. Live your life but be conscious about it because there might be some opportunities for you to discover your passions!

Indeed, as adolescents, there are a lot of opportunities for you to cater a positive image of yourself: a person with great potentials, a person who is innately good and a person who is full of love and compassion despite all the difficulties.

You are capable of doing great things. You learned that in the previous session. (Review some strengths identified by the participants during the previous session). However, because of certain events in your life, you must have started doubting and having a negative outlook about yourself. When you feel these, hold on and be patient. Trust that eventually you will realize your true potentials. Let the good values you learned from your parents and your community to guide you through.

The way you see yourself is your self-concept. The way you feel about yourself and the way you value yourself is called self-esteem. Your self-esteem depends on the way you see yourself. For instance, if you see yourself positively and say, “I am industrious. I am confident. I am beautiful (any positive traits),” then you also feel generally satisfied and happy about yourself. Therefore, you tend to value yourself more, which means that you have a high self-esteem.

On the other hand, if you see yourself negatively, you feel bad about yourself and tend to put yourself down. This is where negative concerns come in, which, sometimes, is reflected in your behavior (e.g., always frowning, always defensive, always seeing the negative side of situations), eventually creating relationship problems. This process ends up with you having a low self-esteem. If you do not address this by looking at the positive side of life, your self-esteem will continuously go down and you will unconsciously ward off other people away from you, making you more unhappy and discontented.

The bottom line of this lecture is: You have to love yourself and appreciate your existence no matter what. Make the most of what you have. Look at the good things rather than the bad. Remember, “we are the grandchildren of the stars.” Let the star in you shine.

KEY LEARNING POINTS:

- Knowing oneself is a prerequisite to appreciating and loving oneself.
- The way we see ourselves is called self-concept. The way we feel about ourselves and value ourselves is called self-esteem.
- We are full of potentials; our negative experiences cause fears, apprehension and negative self-concept.
- The challenge to us is to look beyond these negative self-concept and appreciate our worth as a person.

“No one can make you feel inferior without your consent” – Eleanor Roosevelt

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DEEPENING:

Use the following questions to help participants digest the concepts that were discussed:

1. What is the relevance of our discussion on self-concept and self-esteem in your life as an adolescent?
2. How important is knowing yourself to you as a developing adolescent?

SYNTHESIS: “Kabataan to the Max”

1. Time requirement: 30 minutes
2. Materials Needed:
 - a. Manila paper
 - b. Marker
 - c. Masking tape
3. Procedure:
 - a. Ask participants to go back to their groups assigned earlier in the session.
 - b. Let the participants share their insights or learning from the session and come up with song featuring all their learning. Ask them to write the lyrics on a Manila paper.
 - c. When all the groups are done preparing, give each group three (3) minutes to present their creative output.
 - d. Finish the synthesis by stating this quote:

“A NEGATIVE MIND will never give you a POSITIVE LIFE.”

ASSIGNMENT:

Tell participants to create a poster that portrays their strengths in helping their community. Encourage them to use recycled materials (e.g. old calendar, used manila paper/cartolina, etc.) and to bring it in the following session for display during the culminating activity.

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SESSION 11 DISCOVERING YOUR DESTINY



SESSION OBJECTIVES:

At the end of the Youth Development Session, the youth participants should be able to

1. Recall learnings from all the sessions that are most applicable to their lives as adolescents;
2. Exhibit working in a team by planning and performing a creative presentation regarding the theories and learnings they acquired from all the sessions.
3. Distinguish their talents and field of interests;
4. Prioritize activities that will help them reach their dreams/aspirations in life.

TIME REQUIREMENT: 4 hours

FACILITATOR'S NOTES:

- Integrating the year-long FDS, this session focuses on the potentialities and opportunities for the adolescent to manifest their true nature —the creative, the free, the positive. It emphasizes that despite the storm-and-stress of adolescence, youth is a phase of great positivity.
- Give emphasis on the positive outcomes to the youth.
- Invite successful youth to speak for their life experiences and how they became successful (e.g., a formerly economically-poor individual who succeeded due to his or her determination, a person who used to have problematic behavior but is now presently contributing in the community)

ICEBREAKER: Props!

1. Facilitator's Notes:
 - a. This activity can be used for levelling off.
 - b. Encourage the participants to think creatively. Assist them to think of various ways in answering the question, "How are you?" for the tuning in.
 - c. The game forces them to move or act which will be useful for them in later activities.
2. Materials Needed: Any available material in the venue
3. Procedures:
 - a. Join the participants in forming a big circle.
 - b. Hold a prop in your hand. It may be any simple object like a pen, ball, book, etc.
 - c. Tell participants that the object you are holding is a magical object and it can transform into any object they want it to be.
 - d. Pass the prop to the person on your right.
 - e. As the participant receives the prop, he or she will complete the sentence, "Hello! This _____(name of the object) is a _____(name of the object they want it to be) because I feel _____(a description of what they are feeling)e.g.If the object that they are holding is a crayon they will say, "This crayon is a star today because I feel colourful".
 - f. Ask follow up questions after each participant's response if you wish. For instance, "What makes you happy today?"
 - g. The game should end after everyone has used the prop to answer the said question.

SESSION 11 DISCOVERING YOUR DESTINY



LEARNING EXPERIENCE:

1. Activity: "Talent Fair"
2. Time Requirement: 45 minutes
3. Facilitator's Notes:
 - a. Recall the result of the pre-test/check-up and relate it to the topics discussed during the previous sessions to refresh the participants.
 - b. During the processing, remember to elicit the participants' feelings and insights. Recognize the participant's insights/sharing by writing their responses to the board/craft papers (if available) and highlight significant points that they rose. Encourage open discussion and clarification, as this will deepen the discussion on the topic. Provide highlights of the group outputs during the presentation. Compare each response and connect them to the Key Learning Points.
4. Materials Needed:
 - a. Pack of candies for prizes
 - b. Marker/s
 - c. Coloring Pens
 - d. Cartolina/Manila Paper
 - e. Any indigenous material/s available in the area
5. Procedure
 - a. Divide the participants into three groups.
 - b. Instruct the group to come up with the following output that will reflect their learnings drawn from all of the sessions given based on the assigned task to be accomplished using the available materials:
 - Group 1 – poster and slogan
 - Group 2 – song
 - Group 3 – role play
 - c. Describe the mechanics of the activities/ materials that the group will be using.
 - d. Give them 30 minutes to prepare and 2 minutes to present the output.
6. Instructions to the Participants:
 - a. Through consensus, select a facilitator, artist (for poster making) and a rapporteur among your group.
 - b. Your selected facilitator will spearhead the conceptualization of the task assigned to your group for group 1 –poster and slogan; for group 2 song and group 3 – role play that will best present the learnings you have gained from the previous sessions given.
 - c. The rapporteur will report your group output in the plenary and elaborate the concept of your output.
7. Process Questions:
 - a. What did you feel while doing the task?
 - b. What did you feel when you were sharing/presenting your output with the group? (rapporteur)
 - c. What were the similarities among the output?
 - d. What were the differences among the output?
 - e. What were the facilitating factors that contributed to the success of the activity?



- f. What were the factors that hinders the success of the activity?
- g. What did you learn and discover in the exercise?

LECTURETTE:

(Give emphasis on the significance of understanding adolescents' development and its implication/positive outcomes to the youth and their future.)

Adolescence is not only an individual process but also a social process. We have to understand that the struggle to reconstruct and define youth identities also involves young people's communities and the society. For example, journalists, politicians, teachers and youth workers affect how adolescents look at themselves. Also, growing up is different among varying youth groups. Exploring social processes places the emphasis on the relationship between specific groups of young people and institutions, rather than simply describing the effects of these processes such as crime, deviance, antisocial behaviour, homelessness and suicide. This type of perspective offers an understanding of the politics of youth, a dimension that is of crucial significance to policy-makers, activists and practitioners.

Youth is a relational concept; youth is constructed in relation to adulthood. Our discussion of the fragmentary, unstable and disjointed nature of the youth is important, therefore, to focus on the causes, as well as effects, of social division-the exclusion, failure and devaluing of groups of young people through systematic institutional processes. There are three points in our discussion of youth marginalisation. Firstly, it is imperative to 'rethink' the concept of youth, acknowledging the significant differences between different groups of young people, differences which involve more than inequalities -they involve and reflect relations of power

Secondly, we argue that growing up is a process of forging particular types of interdependencies-in relation to other people and in relation to institutions

Participation is the fundamental issue. A central factor which will enable schools to meet the challenges posed by increased retention and by student re-entry, is more democratic processes which will enable all students to participate in decision-making.

A second dimension of participation is simply equality. All young people have a right to establish a legitimate livelihood and to belong in society.

A third dimension of participation in society is the existence of effective public life: facilities, education, health care and accommodation. These are not just a luxury-they are a necessity to ensure that young people are able to operate in and contribute to society.

KEY LEARNING POINTS:

- Youth has the power to discover, unlock their potentialities and talents and they are the one responsible to manage their life skills.
- Growing up is a process of building particular types of interdependence in relation to other people.
- Young people have the right to participate in all development initiatives and activities particularly if will affect their lives and their future.

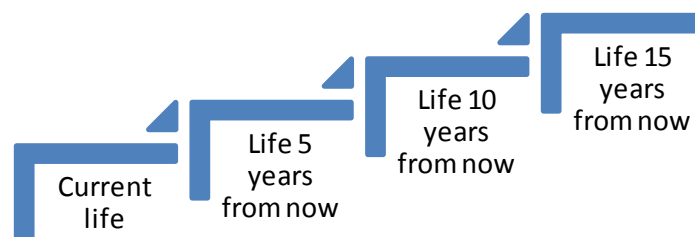
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- Support systems from the family, peers and community is a big factor in the development of life skills, values and attitude and above all, a quality life.

DEEPENING: “My life today and tomorrow!”

1. Facilitator’s Notes:
 - a. Before the deepening session, give time to the invited inspiration speaker to deliver his or her testimonial on success and overcoming difficulties in adolescence.
 - b. Encourage the participants to reflect on their interests and skills and how would it help them achieve their dreams and aspirations in life.
 - c. Let them identify/scout for support systems (individual, group or institution) that will help them in achieving their dreams aspirations.
2. Materials Needed:
 - a. Bond Paper
 - b. Coloring Pens
3. Procedure:
 - a. Distribute the materials to the participants.
 - b. Instruct the participants to draw a stairs.
 - c. Tell them that they will build a scenario of their life starting from the bottom to top to represent their life.
 - d. Ask at least 5 volunteers to share their life scenario by focusing on possible actions how to turn their dreams into reality and achieve their life goals.
 - e. Based on the identified actions to be taken, let participants write their pledge or letter to self and their parents at the back of the stairs on how to achieve their dreams.
4. Instructions to the Participants:
 - a. Draw a stair with four steps on the sheet of paper I gave you.
 - b. Each step will represent your life at present, 5, 10 and 15 years from now.
 - Bottom of stair – present life situation
 - 2nd Step – life 5 years from now
 - 3rd Step – life 10 years from now
 - 4th Step - life 15 years from now



- c. In each step, you will write life scenarios you envision yourself to become.
- d. After this, I will select volunteers to share their output to the group.

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- e. (Once everybody is done) Now that you have envision what you wish to become, write a letter to yourself and to your parents as a way of committing your pledges. Write this at the back of your drawing. Seal this pledge with your signatures.

SYNTHESIS:

To inspire, motivate and inculcate to the youth that they will be able to unlock their potentialities and manage their life skills effectively, session may be ended with the following suggested activities:

- A Community Song “Hawak Kamay” or the participants may compose a song for themselves
- Story Telling “The Carpenter”
- Film Showing “The Carpenter” –if applicable to the area

ASSIGNMENT:

Now that participants know that the youth can also be responsible and productive, ask them to come up with a list of 10 house rules to keep them accountable and responsible for their life and the lives of others. They should commit to follow these rules as they walk through adolescence.