

Module 5

Harnessing My Adolescent With Life Skills

Module Overview

Young people play a pivotal role in the development process. Young as they are, their lives are being changed in novel ways by the contemporary social, political, economic and cultural processes. This period of their lives presents a multitude of challenges related to their overall health, sexuality, gender, rights and reproductive health. Thus, it is a major feat for them to pass through this stage largely unscathed from the myriads of challenges and to be able to transform their experiences into nuggets of wisdom that they will carry with them to adulthood.

It is at this stage in the adolescent's life that parents play a most important role in shaping their future. Parents are the ushers, primary educators and trainers of the adolescents on how to go through life and emerge not as victims but as victors.

This Module introduces or reintroduces the parents/guardians to the various life skills that their adolescent children should possess to be able to positively adapt to and deal with the demands and challenges of everyday life. These life skills are critical especially as the adolescents confront issues concerning their health and overall development.

This Module is composed of only one session:

Session 1: Life Skills, Life Savers

- What are Life Skills?
- The Core Life Skills an Adolescent Must Have
- The Importance of Life Skills to the Overall Health and Development of an Adolescent
- The Characteristics of a Life-Skilled Adolescent

Session 1: Life Skills, Life Savers



Objectives:

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

1. Define and appreciate life skills;
2. Discuss the different core life skills;
3. Determine and appreciate the importance of life skills to overall health and development of an adolescent; and
4. Identify the characteristics of a life-skilled individual.



Time Allocation: Four (4) hours (suggested)

Materials Needed:



Colored meta cards
Masking tape
Pentel pens
Handout (definition of the core life skills)

Opening Activity



“Now Showing”

1. Introduce the activity by saying, *“As parents you know that adolescence is a period of vulnerability and risks. Children are exposed to greater threats and more risks than you may have encountered during your time. These threats and risks are potential landmines in the journey of adolescents to adulthood. They pose very real dangers to their safety, health, well-being and future. As parents you can equip your children with the necessary skills that they may use whenever they are confronted with threatening and risky situations. Thus, you should be able to know the different life skills as a ‘survival kit’ for your children.”*
2. Divide the participants into 5 groups.
3. Assign each group a set of life skills and ask them to discuss and prepare a scenario where they can demonstrate these skills. Group assignments may be done by drawing lots. Tell the groups not to reveal the set of life skills that they have been assigned.

Group assignments:

Group 1 - Conscious Decision-Making and Effective Problem Solving

Group 2 - Creative Thinking and Critical Thinking

Group 3 - Effective Communication, Negotiation, Effective Refusal Skills and Interpersonal Relationship

Group 4 - Self-Awareness and Empathy

Group 5 - Ability to Manage Emotions and Ability to Cope with Stress

4. Provide each group with a copy of the handout, “**Core Life Skills**” (**Annex 1**).

Note to the facilitator: If necessary, you may provide a set of storylines (**Annex 2**) depicting the assigned set of life skills for each group.

5. Give the groups 15-20 minutes to discuss and prepare for their role play.

6. After the allotted time, ask each group to present their respective role play.

7. After each presentation, ask the other participants what life skills were depicted in the role play. Ask for volunteer(s) to share their views or personal experience(s) related to the role play.

8. When all the groups have presented, synthesize and proceed to discuss the KLPs.



KEY LEARNING POINTS



Start by saying, “As parents, you have the responsibility to equip your children with the necessary life skill strategies and techniques. Thus, it is imperative for you to know these skills by heart and to practice them so that your children will learn more by your example.”



ASK the participants, “What comes to your mind when you hear the term, “life skills”? (You may request the participants to write their answers on meta cards or on the board.)



CLUSTER similar ideas together and process. PRESENT to the participants the definition of life skills. Do not forget to link the formal definition with their responses that you have processed earlier. SAY, *“The term, “life skills” is open to wide interpretations. But let us settle with the operational definition provided by the World Health Organization (WHO).”*

- ☑ Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Or simply put, life skills are needed by an individual to cope with the problems and demands of



To deepen the understanding and appreciation of the meaning of life skills, ASK the participants to recall the life skills that were presented during the Opening Activity. You may do this through a contest by dividing the participants into 2 groups. The group that enumerates the most number of correct life skills wins.



PROCEED to enumerate and discuss all the core life skills. Refer to the participants’ answers during the game.

ELABORATE and PROVIDE examples as necessary. You may also ENCOURAGE the participants to give their ideas or personal experiences concerning their adolescent children.

You may also REFER to the youth scenarios presented in the Opening Activity.

1. SELF-AWARENESS

- The knowledge and understanding of one’s self; the ability to accept one’s self no matter how imperfect it may be.
- It is having a clear picture of one’s strengths and weaknesses, values and attitudes in life, needs and desires and goals and aspirations in life.
- Self-awareness is a pre-requisite of the other life skills in order to effectively handle stress and emotions.

2. EMPATHY

- The process of understanding and caring about the needs, desires and feelings of other people; the ability to see things from the perspective of others, and understand what

others are going through.

- It enables an individual to have a picture of how other people see things in life.
- With empathy, people readily share or express their needs, desires, feelings and thoughts

3. INTERPERSONAL RELATIONSHIP SKILLS

- The ability to relate, interact or build a relationship with other people such as parents, siblings, friends, peers and future partners and all the other people that one gets into contact with throughout his/her lifetime.
- Interpersonal relationships undergo changes, especially as one goes through the adolescent stage.
 - During adolescence, parents start losing some of their influence on their adolescent children, while peers and the world outside the home start gaining a bigger role in determining the attitude and behavior of adolescents.
 - Adolescents are also introduced to relationships with the opposite sex at this stage.

4. EFFECTIVE COMMUNICATION

- Involves the sharing or exchange of thoughts and feelings, both verbal and non-verbal; it also includes active listening and the ability to give feedback.
- It entails openness and readiness to share one's ideas, desires, needs and fears with other people.
- Effective communication is essential to building healthy interpersonal relationships.
- It allows people to know the thoughts and feelings of others, and consequently to understand and be understood by others.

5. CREATIVE THINKING

- The ability to see beyond the actual and direct experiences and to think beyond the traditional or conventional.
- With creative thinking, one can easily think "outside the box".
- Given an ordinary situation, a creative thinker can come up with a different and fresh idea or perspective.

6. CRITICAL THINKING

- The ability to study one's surroundings and experiences objectively; it is the willingness to question the way things are, and not to readily accept things at face value.
- With critical thinking, an individual evaluates the future consequences of his/her actions as well as the actions of other people.



DEEPEN discussion on ability to cope with stress.

7. ABILITY TO COPE WITH STRESS

- The ability to shorten the length of time when one encounters any demand (force, pressure or strain) from the external environment and minimize its adverse effects.
- Stress is experienced by everyone who is living, working and breathing; indeed, it is something inevitable, a fact of life one cannot avoid.



ASK the participants for examples of different stressful situations that their adolescent children face in everyday life.

- Adolescents are exposed to various stressors. **STRESS** among adolescents comes in different forms.



ELABORATE as you discuss the mnemonic, **S-T-R-E-S-S**. **RELATE** their answers to the mnemonic.

S chool work/demands

T hreats

R elationships

E nvironment

S chedules

S tigma or social unacceptability



ASK the participants for examples of the coping techniques of their adolescent children.

- It is important for adolescents to learn how to respond to stressful events since this will determine the impact that these experiences may have on their lives.



ELABORATE as you discuss the mnemonic, A-I-M. Again, RELATE their answers to the mnemonic.

- There are many ways that your adolescents can effectively deal with stress. But there are simple ways they should **AIM** for to rise above stressful situations.

A ssess current stressors

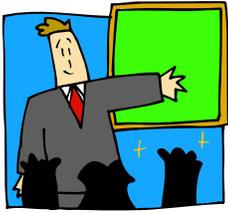
- Ask them to generate a list of situations or people that cause stress in their life (e.g., school assignments, troublesome friends, overlapping schedules, possessive girlfriend, being overweight)

I dentify coping styles

- Let them ponder on how they cope with stressful situations and people. Ask them to assess if they have a “healthy” or “unhealthy” coping style, e.g., in dealing with a load of school assignments and school activities, do they: go for a walk? listen to music? (healthy)
procrastinate? or smoke? (unhealthy)

M odify behavior

- After identifying his/her stressors and coping styles, he/she may begin to modify his/her behavior.
- You may suggest to your adolescent the following practical ways in modifying his/her behavior as he/she combats stress:
 - Be aware of your physiological and emotional reaction to stress.
 - Recognize what you can change (e.g. your negative reaction to stress such as overeating, smoking, irritability, and others)
 - Utilize healthy coping styles (e.g. meeting with friends, reading for pleasure, taking a shower, and others)
 - Incorporate healthy coping styles into your options..



Before proceeding to the next core life skill, ASK the participants for other suggestions they may have on how adolescents can manage everyday stress.

- Practice healthy coping styles daily even when intense stress is not present; with this you are prepared for times when you may feel overwhelmed by stress.



ASK the participants to share their experiences in helping their adolescents manage their emotions.

8. ABILITY TO MANAGE EMOTIONS

- This is the ability of an individual to rise above the confusion brought about by emotions and feelings. It is the ability to maintain self-control and rationality despite the psychological problems caused by emotional changes and stress.
- As adolescents begin to relate with people other than their family, they become more vulnerable to emotional stress.
 - Usually negative emotions that may be brought about by a failed relationship or friction with a parent may stop an adolescent from thinking and behaving rationally and seeing situations in their true perspective.
 - When this happens, adolescents tend to see only what they want to see and remember only what they want to remember. This prolongs the negative emotions that they are harboring and prevents them from enjoying life to the fullest.
- There are a number of ways that adolescents can manage their emotions. You may **tell them**:
 - Do not blow things out of proportion. Try not to go over your emotional problem time and again in your mind.
 - Try to be reasonable. Learn to accept that bad feelings are occasionally unavoidable and think of ways to make yourself feel better.
 - Relax. Use pleasant activities such as reading, walking or just simply talking to a friend.
 - Learn. Assess how grief, loss and anger make you feel and which events trigger those feelings so you can prepare for these.

- Exercise. Aerobic activity may lower your level of stress chemicals and allow you to cope better with negative emotions.
- Let go of the past. Do not dwell on the past. Constantly going over negative events robs you of the present and makes you feel downcast.



DEEPEN discussion on sound decision-making.

9. SOUND DECISION-MAKING

- The ability to effectively use creative and critical thinking in determining the options or courses of actions to follow. It is the capability to:
 - Analyze the issues that need to be decided on;
 - Weigh the pros and cons of each option; and
 - Choose the course or courses of action based on what an individual believes to be the best of all the possible choices.



ASK participants for examples of minor and major decisions that their adolescent children have made.

ELABORATE as you discuss the mnemonic, C-H-O-I-C-E-S. Relate their answers with the mnemonic.

- Some of the decisions of an adolescent may be those that will concern:

Minor:

- C** lothes
- H** ousehold chores
- O** utdoor activities
- I** nvolvement in community/school/church affairs
- C** ompanions
- E** xpenses
- S** chedules

Major

- C ompanion for life
- H ealthy lifestyle
- O wn life goals
- I ntimate relationships
- C areer
- E ducation
- S exuality-related behavior



GIVE simple tips on how participants can guide their adolescent children in making sound decisions. USE the mnemonic, S-E-L-E-C-T.

- For major decisions and great impact decisions, there is a need to use step-by-step approach that may help your adolescents **SELECT** and make the best decision.
 - S**tep back from the situation. Let them think for sometime. Let them define the real problem or issue.
 - E**xplore all the angles of the situation. Let them gather information from all sources. Encourage them to talk to other people, especially to you.
 - L**ook for alternatives. Let them identify as many alternatives as they can. Sometimes, the best alternative comes from the most unlikely sources.
 - E**xamine consequences of each alternative. The pros and cons should be weighed carefully by them. They can think of ways to minimize or counteract negative consequence and enhance or optimize positive ones.
 - C**hoose. Let them decide on the best alternative, the one with the most positive result and the least negative consequence.
 - T**ake action and responsibility. Let them outline a plan of action to implement their decisions. This should include things or activities to counteract negative consequences or to negotiate decision. Also, let them own their decision and face the consequences squarely.



REAFFIRM to the participants that there would be times that their adolescent children will make bad decisions with corresponding negative consequences. For them to better understand their children and to help them cope with the negative feelings and thoughts, discuss the mnemonic, D-O-W-N.

- When your adolescent makes a bad decision, especially on a major issue, they may be consumed by negative feelings which will make them feel **DOWN**.
 - D**evastated. They will feel like it is the end of the world and do not want to go on living. They feel ashamed.
 - O**utcast. They feel that their family, friends and significant others have abandoned them.
 - W**allow in self-pity. They feel miserable and continually blame themselves for their bad judgment or decision.
 - N**egative about life and other people. They become antagonistic and hostile.



Following this, you may DISCUSS with the participants how they can help their adolescents recover from their bad experiences using the mnemonic, R-A-I-S-E.

- Let us tell our adolescents that mistakes are actually opportunities for learning. If they learn from these mistakes, they will be stronger persons and they may still **RAISE** themselves from the pit they have fallen into.
 - R**eview decision. Let them find out what went wrong. Let them look for lessons or moral of the story.
 - A**cept consequence. Let them swallow the bitter pill that goes with their wrong choice. It will help them if they have anticipated these negative consequences.
 - I**ncrease resolve to do better in the future. Tell them not to commit the same mistake.
 - S**hare experiences with others. Encourage them to unload their feelings, especially with you as parents to help them cope with the emotional burden. At the same time, others may be able to learn from their mistake/experience.
 - E**ncourage them to look forward to the future.



Before proceeding to the next core life skills, you may **ASK** participants if they have other questions.

10. SOUND PROBLEM SOLVING

- The ability to develop solutions for internal or interpersonal problems and conflicts.
 - An adolescent with problem solving skills is capable of having a complete picture of the problems by analyzing the root causes of the problems and coming up with an objective assessment of pertinent issues/concerns.

11. NEGOTIATING SKILLS

- The ability to talk with other persons in order to come to an agreement on something. It is putting together two or more differing points of view or decisions and coming up with one that is acceptable to both sides.
- Negotiating skills can help your adolescents manage a lot of different life situations, in school, at work (if they are working) and in their personal relationships.
- Being a good negotiator enables your adolescents to get what they want more often without resorting to aggression or pushiness. Negotiating with others is more effective than simply demanding what they want or just caving in.
- When your adolescents know how to negotiate, it lessens the chances that others will take advantage of them. Negotiating a fair solution makes them feel good about themselves and increases the respect that others have for them.
- Skills in negotiation can help your adolescent to handle serious concerns with their peers and partners on areas such as: premarital sex, sexual violence, dating practices and sexuality/lifestyle choices.



DEEPEN discussion on negotiating skills using the mnemonic, B-A-R-G-A-I-N. Give real life situations wherein an adolescent may BARGAIN (e.g., saying no to premarital sex or use of prohibited drugs).

- In order for your adolescents to be more effective in negotiating with adults and peers alike, they need to learn how to **BARGAIN**.

Build rapport and points of agreements. Before anything, let them establish a friendly non-threatening atmosphere.

Attempt to what is being said by the other person.

Respect for each other and each other's view.

Grant reasonable concessions.

Analyze pros and cons for both parties

Identify all agreements/decisions made at the end of the negotiation.

Negotiate as an adult. Do not act childishly.

12. REFUSAL SKILLS

- The tools that your adolescent children can use to communicate that they do not wish to act in a certain way, engage in a specific activity or be in a specific situation; the ability to say "NO".
- While your adolescent children need to be open to new ideas, some of the decisions that they make must remain non-negotiable. These non-negotiable decisions may be related to one's values. It may include those that concern their safety, health and personal well-being.



DEEPEN discussion on refusal skills. Discuss the important areas where their adolescent children must exercise their refusal skills. You may use the mnemonic, S-O-R-R-Y.

- Some of the most important areas where your adolescent children need to refuse or else they will be **SORRY**, are:
 - S**ex and sex-related activities;
 - O**verspending, living beyond their means, buying things on impulse, borrowing money just to finance expensive habits;
 - R**isk-taking behavior, such as taking drugs, alcoholic drinks, tobacco and membership in gangs or fraternities;
 - R**ebellion against parents or authority figures (e.g., cutting classes, leaving the house

without permission, graffiti, vagrancy, and others); and

Youthful excesses such as playing video games, chatting and involvement in violent activities.

- It is really hard for adolescents to say “NO”. It could be that they do not want to offend or embarrass other people, especially those who are close to them.



PROVIDE simple tips on how participants can guide their adolescent children to say “NO” through the mnemonic, R-E-F-U-S-E.

- But, the thing is, for them to be true to themselves, they need to learn to say “NO” firmly or to **REFUSE**:

Reversing the pressure;

Expressing their disagreement / refusal politely;

Fleeing from the situation / place.

Using refusal words / phrases.

Suggesting an alternative activity(ies); and

Explaining why they disagree.



Before discussing the importance of life skills, you may ASK participants if they have any more questions.

PROCEED to discuss how life skills can affect the lives of adolescents through the mnemonic, H-E-L-P-S.

RELATE each statement to the foregoing discussions. **CITE** concrete examples for further elaboration, particularly those that are related to sexuality and overall health and development of adolescents. **ENCOURAGE** the participants to share their ideas.

- Every life skill plays a crucial role in the lives of adolescents because it **H-E-L-P-S**.

Helps adolescents gain psychosocial capacity and achieve holistic self-development.

Enables adolescents to:

- develop healthy self-image establish healthy relationships with other people.
- have an honest and truthful self-awareness.
empower adolescents to think critically and make sound decisions.

L essens the sexual and non-sexual risky behaviors that an adolescent might take.

P rotects them from the daily hazards of life.

S trengthens the adolescent’s capacity to do what he/she knows is right.



ASK participants if they have any questions. If none, PROCEED to the next KLPs.



Have a brief brainstorming activity before discussing your prepared presentation on the Characteristics of a Life-Skilled Adolescent. ASK participants, “What do you think are the characteristics of a life-skilled adolescent?” Solicit responses and post these on the board. After the sharing and discussion, PROCEED to your lecturette. Do not forget to REFER to the participants’ responses.

Characteristics of A Life-Skilled Adolescent

- Your adolescent child who possesses life skills is said to be a well-rounded individual who has achieved character development and imbibed ethics. The following characterize this life-skilled adolescent in more detail.

1. Lifelong Learner

- A lifelong learner has gained basic knowledge and has developed the individual learning skills that support continuous education, encourage effective participation in a democratic society and maximize employment opportunities.
 - An individual who has acquired the life skill of lifelong learning demonstrates an awareness of the processes of growth and development happening within him/her.
 - He/she strives to initiate his/her own learning and shows a positive attitude and personal responsibility, even takes risks to maximize learning and personal development. He/She uses reflection and feedback for self-evaluation and growth.
 - He/she aims to organize resources and time efficiently, as he/she evaluates, interprets, organizes and synthesizes information, and continually refines skills and talents.

2. Complex Thinker

- A complex thinker has acquired a variety of thinking skills and is capable of using them appropriately in diverse situations.
 - He/she demonstrates a variety of thinking processes, using various thinking skills. He/she recognizes and monitors own use of thinking processes. As such, he/she can realistically predict consequences of decision-making, which he/she keeps on enhancing by considering new ideas and different perspectives to expand his/her insight and understanding. He/she balances reason and emotion in decision-making.

3. Effective Communicator

- An effective communicator successfully interacts with others using a variety of mediums (media), e.g., reading, writing, listening, painting, singing, playing instruments, dancing, dramatizing, sculpting, and others.
 - He/she uses appropriate methods to communicate with others, is flexible and responsible in communication, and selects modes of communication appropriate to the purpose, such as reading, writing, listening, speaking, and dancing.
 - He/she recognizes the nature of the audience, and communicates with them in a civil, respectful way to collaborate for common goals.
 - He/she aims to organize resources and time efficiently, as he/she evaluates, interprets, organizes and synthesizes information, and continually refines skills and talents.
 - As people grow and develop within these communities, they acquire more capacity to access and influence the natural, social, economic, political, civic and spiritual resources.
 - These skills include recognizing community needs and the means to meet some of these through voluntary service, advocacy or political involvement; identifying, critiquing and managing laws that guide personal, family, community and workplace activities.

4. Collaborator

- A collaborator works effectively with others to identify and achieve specified results. People live with and relate to other individuals and groups of people in a variety of different contexts and through an array of different relationships. The nature of relationships with other people is a powerful factor shaping people's lives.
 - A collaborator considers various ideas and suggests modifications, finds common ground among divergent interests, and respects cultural and ethnic differences and builds on them in positive ways.
 - He/She builds consensus, and resolves conflicts positively. He/She treats others with

compassion, and balances personal and group needs

5. Responsible Citizenship

- A responsible citizen participates in the local and global communities to promote personal and public good.
 - As people grow and develop within these communities, they acquire more capacity to access and influence the natural, social, economic, political, civic and spiritual resources within these communities.
 - These skills include recognizing community needs and the means to meet some of these through voluntary service, advocacy or political involvement; identifying, critiquing and managing laws that guide personal, family, community and workplace activities.

6. Employable Individual

- An employable individual is well-prepared to obtain and keep employment in fields of interest and is capable of changing careers and seeking additional training as needed.
- As a life skilled individual, employability entails management of resources that include personal capacities and goods and services that may be used, accessed and developed by individuals and groups. These resources include identifying and managing opportunities for life-long learning, using appropriate technologies to improve self management, and others.



ASK participants if they have any questions. If none, proceed with the summary of life skills, using the mnemonic, “I CAN SEE”.

In summary, as our adolescent children acquire these life skills, they can say, “**I CAN SEE**”

- I** - nterpersonal relationships
- C** - ritical and creative thinking
- A** - bility to manage emotions and ability to cope with stress
- N** - egotiating skills

- S** - elf awareness and sound decision making
- E** - mpathy
- E** - ffective communication / effective refusal skills



Closing Activity:

“What If?”

1. Ask the participants to stand up and form a circle.
2. Post on the board the “reflection questions”, e.g., “What if your teenage daughter is being asked by her boyfriend to sleep over his house?” or “What if your teenage son is being influenced by his friends to take marijuana or shabu?”
3. Ask the participants to ponder on these “reflection questions”.
4. Then ask each participant a follow-up question, “Are you confident enough that your son or daughter can positively handle such situations?” “Why?” “What do you think are the life skills that your son or daughter already possesses or still need to possess to be able to deal with such situations?” How would you harness the needed skills of your adolescents?
5. Give each of them 1 minute to respond.
6. Take note of their responses and synthesize.

Annexes



The Core Life Skills (Handout)

- 1) **Self-awareness** is the knowledge and understanding of one's self; the ability to have a clear picture of one's strengths and weaknesses, values and attitudes towards life, needs and desires and aspirations in life; and the ability to accept one's self, no matter how imperfect it may be.
- 2) **Empathy** is the process of understanding and caring about needs, desires and feelings of other people; and the ability to see things from the perspectives of others and understand what others are going through.
- 3) **Effective Communication** involves the sharing or exchange of thoughts and feelings; and entails openness and readiness to share one's ideas, desires, needs and fears with other people.
- 4) **Interpersonal Relationships** involves relationships with parents, sibling, friends and peers, future partners and other people that an adolescent gets in contact with as he or she turns into an adult.
- 5) **Ability to Manage Emotions** is the capacity of an individual to rise above the confusion brought about by emotions and feelings; and the ability to maintain self-control and rationality despite the psychological problems caused by emotional changes and stress.
- 6) **Ability to cope with Stress** involves the ability to shorten the length of time that one experiences stress and negative emotions and minimizes their adverse effects.
- 7) **Creative Thinking** is the ability to see beyond the actual and direct experiences; the ability to think outside the box; and encourages an individual to ask questions such as:
 - What are the other options I have?
 - What are the implications or possible results of each option?
 - Do these options include courses of actions that I really want?
- 8) **Critical Thinking** is the ability to study one's surroundings and experiences objectively; and the ability and willingness to question the way things are and not to readily accept things at face value.
- 9) **Effective Problem Solving** is the ability to develop solutions for internal or interpersonal problems and conflicts; and the capability to have a complete picture of the problems, by analyzing the root causes of the problems and coming up with an objective assessment of related issues and concerns.

- 10) Sound Decision-making** is the ability to effectively use creative and critical thinking in determining the options or courses of actions to follow.
- 11) Negotiating Skill** is the ability to talk with other persons in order to come to an agreement on something. It is putting together two or more differing points of view or decisions and coming up with one that is acceptable to all sides.
- 12) Effective Refusal Skill** is the tool that your adolescent children can use to communicate that they do not wish to act in a certain way, engage in a specific activity or be in a specific situation.



Suggested Storylines for the Opening Activity, “Now Showing”

Group 1- Sound Decision-Making and Effective Problem Solving

Suggested Youth Scenario: *Your 19-year old daughter is involved with a much older married man. The affair is causing her and your family so much trouble. Wanting to put an end to such a complicated situation, she decides to end her affair with the man and start life anew*

Group 2- Creative Thinking and Critical Thinking

Suggested Youth Scenario: *Your 18-year old daughter who is in second year college is pregnant. The guy happens to be both a womanizer and a drunkard. Weighing the possible consequences, your daughter decides not to marry the guy and finally break up with him. She thinks that her situation will get even worse if she opts to marry him.*

Group 3- Effective Communication, Negotiation Skill, Effective Refusal Skill and Interpersonal Relationship

Suggested Youth Scenario: *One Saturday night, your son goes out with his older cousins. Without his knowing, his cousins bring him to a night club in the red light district in your town. Caught up in the situation, your son decides to stay in the club. His cousins invite guest relation officers (GROs) to their table. Surprisingly, one of the GROs starts flirting with your son. Being in control of the situation, he thinks that if he will give in to the woman’s advances and go all the way with her, he might end up contracting an STD, or worse, HIV/AIDS. With some careful thought he politely turns down the girl and tells the girl that he is just having a good time with his cousins. As an alternative, he tries to engage the woman in a friendly conversation which turns out to be even more enjoyable.*

Group 4- Self-Awareness and Empathy

Suggested Youth Scenario: Your daughter visits the mother of her friend in a hospital. She finds out only at the hospital that her friend's mother is HIV positive. She is stunned at first. But having been brought up to be a compassionate and respectful person, she shows true caring and genuine concern for her friend's mom.

Group 5- Ability to Manage Emotions and Ability to Cope with Stress

Suggested Youth Scenario: Your daughter is deeply in love with her classmate who happens to be a campus heartthrob. Her friends are encouraging her to make the first move to get close to the guy. Nonetheless, she feels reluctant to do so because she feels that she is too plain-looking for the guy to be attracted to her. The situation is giving her so much stress that she cannot sleep nor eat. Realizing that things are getting her nowhere, she deliberately decides to rise above her emotions. Though it is a struggle for her at first, she learns to cope up with her feelings well and even ends up being friends with her crush.

Note to the Facilitator: *You may prepare other youth scenarios for this activity.*

References:

Commission on Population in partnership with UNFA. *Sexually Healthy and Personally Effective (SHAPE) Adolescent Training Package.*

Department of Health in partnership with UNFA and WHO. *Adolescent Health: A Training Programme for Health and Non-Health Service Providers. Facilitators Guide.*