

## 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 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

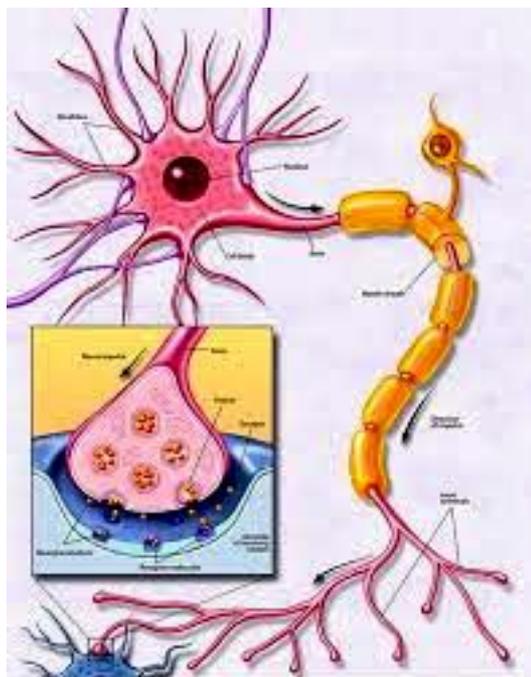
## SESSION 7 EXPRESSING YOUR EMOTIONS



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

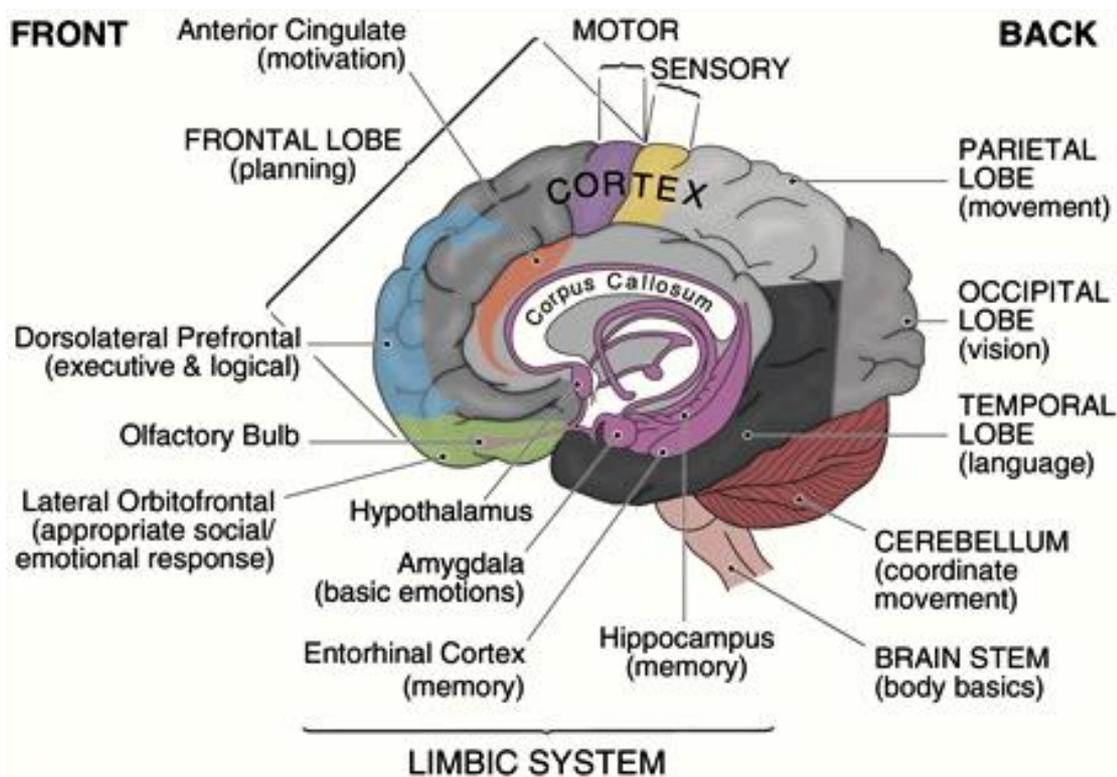


Adolescent period is the proper time to tame the tiger in us. If you can create a strong connection between the “thinking brain” and the “emotional brain” and keep on using this connection, then we have a greater chance of gaining a higher level of emotional intelligence. How do we do this?

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?

#### REFERENCES:

- Casey BJ, Galvan A, Hare TA. Changes in cerebral functional organization during cognitive development. *Curr Opin Neurobiol* 2005a;15(2):239–244. [PubMed: 15831409]
- Developing Adolescents reference for Professionals. (2002). American Psychological Association .
- Ronald B. Adler, N. T. (1990). *Looking Out Looking In*. Orlando: Holt, Rinehart and Winston, Inc.
- Santok, j. w. (2001). *Adolescence* (8th ed.). New York:: McGraw-Hill.
- 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>

## 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.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:

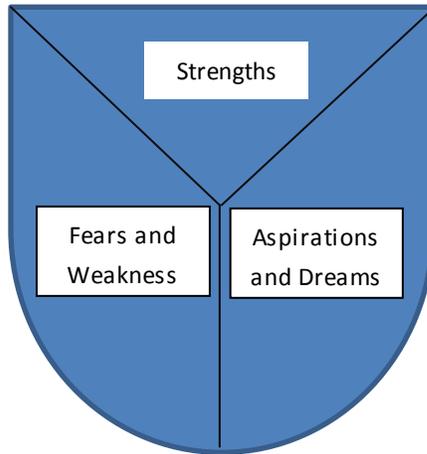
1. Activity: "Coat of Arms"
2. Time Requirement: 30 minutes
3. Materials Needed:
  - a. Bond papers
  - b. Manila Paper
  - c. Pens / permanent markers
  - d. Scissors
  - e. Scotch tape/masking tape

## 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.<sup>1</sup> 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.

---

<sup>1</sup> 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.” <b>Identity diffused</b></p>	<p>“Kapag may problema, lubha akong nagiisip. Nais kong maunawaan kung bakit kailangan kong gawin ang isang bagay.” <b>Identity Moratorium</b></p>
<p>“Bata pa lang ako alam ko na ang tama at mali. Mas maiging sumunod kesa maging bukas sa ibang ideya.” <b>Identity Foreclosed</b></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.” <b>Identity Achieved</b></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
<b>No commitment</b>	<b>IDENTITY DIFFUSION</b> <ul style="list-style-type: none"> <li>- Do not know how they will end up, nor do they care.</li> <li>- Just living for the moment and give little thought to the future</li> <li>- If diffuse people do not mature by adulthood – bad news.</li> <li>- Little self-esteem and little autonomy;</li> <li>- Usually disorganized, complicated, and somewhat unethical.</li> <li>- Withdrawn, wary of peers, and unfavorably received by others.</li> </ul>	<b>IDENTITY MORATORIUM</b> <ul style="list-style-type: none"> <li>- 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</li> <li>- High anxiety, high self-esteem, internally oriented behavior, cultural sophistication</li> <li>- A need for both rebellion and acceptance, short deep relationships, and favorable reception from others.</li> </ul>
<b>Commitment</b>	<b>FORECLOSURE</b> <ul style="list-style-type: none"> <li>- Commit to an identity that has been handed to them, usually by some authority</li> <li>- Characterized by a disapproval of showing strong emotion</li> <li>- Support for authoritarian views, a need for social approval</li> <li>- Poor results in stressful situations, stereotypical relationships, great behavior, and happy family life.</li> </ul>	<b>IDENTITY ACHIEVED</b> <ul style="list-style-type: none"> <li>- Have explored their options and have committed to a certain ideology that fits them</li> <li>- Have taken on a set of values and beliefs that are all their own.</li> <li>- "They know not only who they are, they know how they became that, and that they had a hand in the becoming." - James Marcia</li> <li>- Independent, smart, and confident.</li> <li>- Generally well-received by others, and they have high self-esteem,</li> </ul>

## SESSION 9 DEFINING YOUR IDENTITY



		even in unfamiliar situations.
--	--	--------------------------------

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.

### REFERENCES:

Erikson, E.H. 1970. "Identity crisis" in perspective. In E.H. Erikson, *Life History and the Historical Moment*. New York: Norton, 1975.

Kroger, J. (2008). Identity development during adolescence. In G. R. Adams, & Berzonsky, M. D. (eds). *Blackwell Handbook of Adolescence*. Retrieved from <http://academic.udayton.edu/jackbauer/Readings%20595/Kroger.pdf>.

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.*

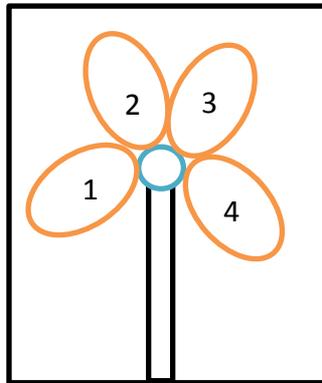
- b. Distribute a piece of paper to each participant.

## SESSION 10

### APPRECIATING YOUR SELF-WORTH



- 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

## SESSION 10 APPRECIATING YOUR SELF-WORTH



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-love<sup>1</sup>.

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 Johari<sup>2</sup> window to explore other areas of yourself.

	Known to me	Unknown to me
Known to others	<b>Public arena</b> This is your public self.	<b>Blind spot</b> These are possible rooms for improvement.
Unknown to others	<b>Hidden</b> These are your secrets and lies, which may burden you.	<b>Unknown</b> 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.

<sup>1</sup> Fromm, 1969

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

## SESSION 10

### APPRECIATING YOUR SELF-WORTH

---



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**

## SESSION 10

### APPRECIATING YOUR SELF-WORTH

---



#### 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.

#### REFERENCES:

- Chapman, A. (2003). Johari window: a model for self-awareness, personal development, group development and understanding relationship. Retrieved from <https://www.usc.edu/hsc/ebnet/Cc/awareness/Johari%20windowexplain.pdf>.
- Manning, M. A. (2007). Self-Concept and Self-Esteem in Adolescents. Retrieved from <http://www.nasponline.org/families/selfconcept.pdf>.
- Rosenberg, Morris. 1979. Conceiving the Self. Malabar, FL: Robert E. Krieger
- Steele, C. M. (1988). The psychology of self-affirmation: Sustaining the integrity of the self. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 21, pp. 261–302). New York: Academic Press.

## 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.

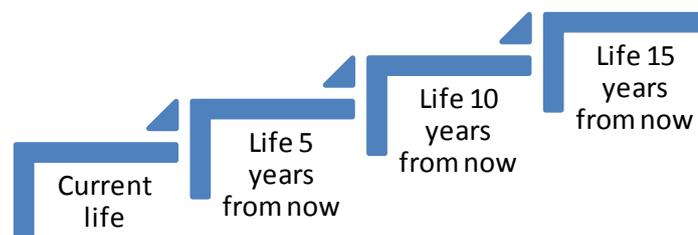
## SESSION 11 DISCOVERING YOUR DESTINY



- 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.

## SESSION 11 DISCOVERING YOUR DESTINY

---



- 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.